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# INSTITUTE OF INTERNATIONAL EDUCATION

GUIDE BOOK FOR FOREIGN STUDENTS  
IN THE UNITED STATES

(Third Edition)



NEW YORK

January 15, 1931




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## PREFACE

There are today approximately 10,000 foreign students in the institutions of higher education in the United States, and in all probability that number will continue to increase. These foreign students come from practically every country in the world and many of them find considerable difficulty in making their orientation here. The semesters, the granting of credits, the fees, the student activities, in fact nearly all aspects of education differ from those to which they have been accustomed. Much time, money, and energy might be saved were foreign students provided with a clear statement of conditions pertaining to higher education in the United States before leaving their native land. It is to serve this purpose that the "Guide Book for Foreign Students in the United States" is issued by the Institute of International Education.

The basis of the first edition of this book, published in 1921, was a manuscript prepared by Dr. Philip K. Hitti, formerly professor of Oriental History in the American University of Beirut, Syria, now professor of Semitic Literature at Princeton University, to whom grateful acknowledgment is made. The fact that Dr. Hitti was at one time a foreign student in one American institution and later a teacher in another, enabled him to look at the problem from more viewpoints than might be possible in the case of a native American. The manuscript was submitted to a number of college and university administrators and foreign students, and a considerable number of changes were made in it as it was originally drafted.

So useful was the book found that in 1923 a second edition was prepared in which the data contained in the

previous edition were not only brought up to date but several important additions were also made. The demand for the book continued to be so insistent that the supply has been exhausted. In order to meet this demand the Institute is publishing this third edition. The book has been in large part rewritten.

It is not expected that its contents will enable every foreign student to answer all the questions that will present themselves concerning his admission and residence in an American institution of higher education. But it is hoped that it will enable him to make such preparation for his advent here as might otherwise be difficult, and will facilitate his work while in residence. If it does that, it will help to realize the aim of the Institute: viz., to develop mutually helpful relations between the United States and foreign countries through educational agencies and thereby contribute to the attainment of international understanding and goodwill.

The Institute of International Education extends its sincere appreciation to the large number of deans and other educators whose co-operation has been so generous in the preparation of the following chapters.

STEPHEN P. DUGGAN

January 15, 1931.

## TABLE OF CONTENTS

	<i>Page</i>
<b>CHAPTER I. ORGANIZATION OF EDUCATION IN THE UNITED STATES</b>	
Complexity . . . . .	1
Uniformity of Standard . . . . .	1
Variety . . . . .	2
State Systems	
Municipal Institutions	
Private Institutions	
Denominational Institutions	
Classification . . . . .	4
Pre-School Education	
The Elementary School	
The Secondary School	
The American College	
The University	
Comparison with European Institutions . . .	9
<b>CHAPTER II. THE UNDERGRADUATE COLLEGE</b>	
The Colleges of Liberal Arts and Sciences .	11
College Entrance Requirements . . . . .	13
<b>CHAPTER III. POSTGRADUATE EDUCATION</b>	
The Graduate School . . . . .	17
Equivalence of French Degrees . . . . .	17
Equivalence of British Degrees . . . . .	18
Equivalence of German Degrees . . . . .	18

## CHAPTER IV. PROFESSIONAL EDUCATION

School of Aeronautics .....	21
College of Agriculture .....	22
School of Architecture .....	23
School of Commerce .....	24
School of Dentistry .....	25
School of Education .....	26
School of Engineering .....	27
School of Forestry .....	28
School of Journalism .....	30
School of Law .....	31
Library School .....	32
School of Medicine .....	32
School of Pharmacy .....	33
School of Theology .....	34
School of Veterinary Medicine .....	36

## CHAPTER V. SUMMER AND EXTRAMURAL INSTRUCTION

The Summer School .....	37
Home Study and Correspondence Instruction .....	37

## CHAPTER VI. WOMEN'S COLLEGES

Admission .....	40
Expenses .....	41
The Students .....	41
Physical Education .....	43
Degrees .....	43

## CHAPTER VII. COLLEGE LIFE

Athletics .....	45
Fraternities and Clubs .....	45



## *Table of Contents*

vii

International Houses . . . . .	46
Debating, Dramatic and Literary Societies .	47
Religious Organizations . . . . .	47
Hazing . . . . .	48
CHAPTER VIII. PRELIMINARY PREPARATION OF FOREIGN STUDENT	
Knowledge of English . . . . .	49
The College Entrance Examination Board	49
Selection of a School . . . . .	51
Method of Procedure in Obtaining Visa . .	51
Arrival in the United States . . . . .	52
CHAPTER IX. FOREIGN STUDENT ORGANIZATIONS AND SOCIETIES INTERESTED IN FOREIGN STU- DENTS . . . . .	
	55
CHAPTER X. LIVING CONDITIONS	
Lodging and Boarding Facilities . . . . .	63
Expenses . . . . .	63
Vacations . . . . .	65
Travel . . . . .	65
Student Aid and Self Help . . . . .	66
APPENDIX	
List of Degrees . . . . .	70
Table of Accredited Higher Institutions . .	75
Table Showing Branches of Engineering Covered in the Engineering Schools	96
Table Showing Distances of Cities of the United States from New York, New Orleans and San Francisco . . . . .	104
Index . . . . .	106
Publications of the Institute of Interna- tional Education . . . . .	110



## CHAPTER I

# ORGANIZATION OF EDUCATION IN THE UNITED STATES

### COMPLEXITY

Strictly speaking there are forty-nine systems of public education in the United States corresponding to the forty-eight states and the District of Columbia. Each one of these self-governing commonwealths is free to exercise full control over the initiation, direction, and development of its own educational policies. Hence the absence of a national system.

In addition to these public educational systems a number of municipalities, individuals, private corporations, and religious denominations, support schools, academies, colleges, and universities, thus adding to the complexity of the American educational system. Under the constitution of the country these non-public institutions are allowed practically perfect freedom of activity. In some parts of the country, especially the eastern section, private institutions of higher education predominate and some of them have attained a world reputation.

### UNIFORMITY OF STANDARD

While no two state systems and no two private institutions are exactly the same, yet in essentials they are more or less alike. The states, for instance, provide by law for elementary education at public expense. The standards of admission to, and graduation from, the principal types of institutions are almost identical. The usual length of the elementary school course is eight years. The age of

compulsory attendance is generally from seven or eight to fourteen or fifteen, and there is an upward tendency to sixteen. Public secondary schools, also called high schools, offer ordinarily a four-year course, which is a continuation of the elementary school course. The college course with rare exceptions is four years in length. There is, however, a widespread movement to reorganize the twelve-years' course in elementary and high schools and to devote six years to elementary education, and six to secondary, with a further tendency to divide the six years of secondary work into a three-year junior high school course, and a three-year senior high school course. Thus underneath the apparent dissimilarity in the foundation, management, and control of the educational systems in the United States, there is, nevertheless, a fundamental unity of purpose, and a unity of standards and methods.

#### VARIETY

*State Systems.* The Constitution of the United States does not provide for the control of education by the Federal Government. The Commissioner of Education in Washington has power only to collect and distribute information on conditions of education in this country and elsewhere. Each state, therefore, assumes the task of devising and pursuing its own system.

The educational systems of the various states have grown up independently of one another. Their dates of establishment cover a period of almost exactly one century, in the course of which the people have held different philosophies of life and theories of education. The common conception of the part states should play in promoting and controlling education has also varied according to time and locality. In the comparatively newer states of the West and the Middle West the theory prevails that all education from the most elementary type of school through the university should be supported and

managed by the state or local government. On the other hand, in the older states and particularly in the East, elementary and secondary education are left to the state, but higher education is conducted through independent institutions founded originally under various auspices, principally religious.

The first public school was established at Dorchester, Massachusetts, in 1639. It was maintained in part by the town and in part by fees paid by the parents of the students attending it. The first public school to be maintained by general taxation was established by vote in the Dedham, Massachusetts, town meeting on January 1, 1644. In 1640, Rhode Island, by a vote of the colony, set apart one hundred acres "for a school for encouragement of the proper sort to train up their youth in learning." The school was located at Newport.

*Municipal Institutions.* Education is accepted as a state function, but large cities have the right within their charters to develop their own educational policies and institutions. These institutions are mostly of the elementary and secondary types. In recent times, however, a number of municipalities have entered the field of higher education and we have as a result the College of the City of New York, the Universities of Cincinnati, Toledo, Akron, etc., while a number of other cities, especially in the West, are beginning to provide the first two years of college work in junior colleges.

*Private Institutions.* The American private school is a distinctive expression of national character, yet like other American institutions its origin should be traced back to European countries. In earlier times ecclesiastical control prevailed but later that influence became lessened. The private school antedates the public. One of the first private funds for education in America was established in 1657, by the bequest of Edward Hopkins, an uncle of Elihu Yale, and one time governor of Connecticut. Out

of the Hopkins bequest grew three educational foundations—the Hopkins Grammar School at New Haven, the Hopkins Academy at Hadley, and the fund granted to Harvard College.

During the early part of the nineteenth century private initiative was to a large extent responsible for educational activity in the provision of secondary and higher education in the United States. While the academies were multiplying, many new educational influences were at work, fostered by private individuals and societies.

*Denominational Institutions.* The most extensive private elementary educational system in the United States is that of the Roman Catholic Church. In 1790, the Roman Catholic Church established its diocesan government in this country and immediately established parochial schools. As the number of Catholics increased through immigration, the teaching orders of the Church opened schools in all parts of the Union. The establishment of Catholic schools received a new impetus from the Baltimore Council of 1884, in which parish priests were charged with the establishment of parochial schools, and Catholic parents were directed to send their children to them.

The Protestant churches were earlier in the field of education than the Catholic church. Protestant academies date from the early decades of the last century. Almost all other denominations have since entered the field of education, but their activities are in general confined to higher education.

#### CLASSIFICATION

*Pre-School Education.* Kindergartens for young children had their beginnings in German communities, notably in Watertown, Wisconsin, when through the efforts of Mrs. Carl Schurz in 1855 such schools were initiated. In 1860 the earliest American kindergarten was established

in Boston by Miss Elizabeth Peabody who incorporated the ideas of Froebel. Honorable W. T. Harris, Superintendent of St. Louis public schools in co-operation with Miss Susan E. Blow opened an experimental kindergarten in connection with the public schools of St. Louis in 1873. This proved to be such a success that the movement spread and by the early part of this century more than four thousand kindergartens, public and private, had been established. Within the last decade progressive kindergartners became more and more interested in the child below five years of age, resulting in the organization of the nursery schools. These schools in the United States, unlike those in England which are largely philanthropic, have been organized in communities of well-educated, economically independent families and have had the co-operation of the parents.

*The Elementary School.* The elementary school, as we have observed, was first instituted in Massachusetts. Except in New England, the management of the district elementary schools began in most cases with the Church and gradually got into the hands of the smallest political subdivision, known as the "district." The schools held three, and sometimes four, months' sessions in the winter.

*The Secondary School.* The oldest secondary school in this country is the Boston Latin School which was established in 1635, by vote of the citizens in a town meeting. Following the Boston initiative, similar schools were established in New Haven (1642), Hartford (1642), and New Amsterdam (1659). The William Penn Charter School of Philadelphia and the King Williams School in Annapolis are products of the close of this century.

The Revolutionary War was a time of transition and a new type of institution, known as the Academy, sprang up following the English precedent. The earliest school by that name was established in Philadelphia in 1751, as



the result of a proposal made by Benjamin Franklin in 1743.

At the beginning of the nineteenth century, the first step in the establishment of public high schools to supplement the academies was taken, under the lead of Boston, in 1821.

*The American College.* The American college was the first institution for higher education to be founded in the United States. Harvard was the first college established in America—the date of its founding being 1636, six years after the founding of the Massachusetts Bay Colony. Boston at that time was a village of about thirty houses. Oxford and Cambridge furnished the prototype for Harvard College. Most of its earlier graduates entered the Christian ministry.

The second college, that of William and Mary, was founded in Williamsburg, Virginia, in 1693; and the third college was Yale, which originated with a meeting of pastors in Branford, near New Haven, and was located at Saybrook, Connecticut, for fifteen years after its establishment in 1701. The second period of activity covers the latter half of the eighteenth century and includes King's College, now Columbia (1754); The University of Pennsylvania (1757); Princeton, formerly the College of New Jersey (1746); Brown University (1764); Queen's College, now Rutgers (1766); Dartmouth (1770); and Hampden-Sydney (1776). These were followed some time later by a new type, the state university—Tennessee (1794); North Carolina (1789); Georgia (1784); Indiana (1820); and Virginia (1819). Many smaller denominational colleges, some of which have obtained a great prominence, like Williams (1793); Bowdoin (1794); and Amherst (1821) were also founded in this period.

In the third period, which began the latter part of the nineteenth century, three great forces for the advancement



of American higher education were at work; the Civil War, commercial prosperity, and the scientific movement. Under this stimulus such institutions as Cornell (1868), Johns Hopkins (1876), Stanford (1891), and the University of Chicago (1892), were founded.

The colleges today vary considerably in size; the majority are independent institutions and do not offer graduate work at all, or only within the limits of their resources. The small college, while more restricted in its offerings and limited in its equipment, offers other advantages which for the foreign student may outweigh the disadvantages. The personal touch and relationship which are more likely to prevail in a smaller college offer an atmosphere in which the foreign student may more readily identify himself with the spirit of the institution.

Most of the small colleges were and still are denominational. Although they may attract mainly students from their own denominations, they are open to all. These denominational institutions are most numerous in the South and Middle West. While they lay special stress on religious education and outlook, the tendency to require attendance at religious exercises is not as marked as it once was. Opportunities for religious worship are found, however, in all institutions, as a rule, irrespective of their affiliations.

Many of the leading institutions for higher technical instruction while not bearing the title of college or university, are equal in rank and general character. Such are the foremost engineering colleges, like the Massachusetts Institute of Technology, Worcester Polytechnic Institute, Rensselaer Polytechnic Institute, Stevens Institute of Technology, Carnegie Institute of Pittsburgh, and the Case School of Applied Science. Many of the states through federal grants have established and maintain separate institutions for agriculture and engineering.

Many of the colleges are coeducational, but there are also a number of independent women's colleges. Their general characteristics in point of scholarship, academic status, and college life are given in some detail in Chapter VI.

The American college is a unique institution. It seems to have no exact counterpart in the educational system of any other country. It is the nucleus from which all higher institutions of learning have sprung. Traditionally, its curriculum covers a period of four years and leads to the Baccalaureate degree.

*The University.* The American university is the outgrowth and the expansion of the American college. Before the last quarter of the nineteenth century there were no universities in the modern sense of the term. With the rise of professional schools of theology, law, and medicine, the American college began to approach university organization. The university then came to be designated as an institution composed of a college and one or more professional schools, each under the control of a separate faculty. Nevertheless, the terms "college" and "university" are still sometimes used interchangeably and are often confused. In some states it has been possible to secure a university charter on the strength of achievement possible in the future, rather than accomplished in the past. Thus today we find many colleges offering but a single course leading to the Bachelor's degree and yet chartered as a university. In the strictest sense of the term a university is an institution maintaining, in addition to the college proper, professional and graduate departments offering advanced degrees. The specialized departments of the university include besides the graduate schools of arts and sciences, schools or colleges of engineering, agriculture, medicine, pharmacy, law, commerce, education, and theology. Columbia, California, Chicago, and Illinois universities, each have a dozen or more of such

schools or departments. In their early development American universities consciously followed the German type.

### COMPARISON WITH EUROPEAN INSTITUTIONS

The lack of standard which we have previously observed is the chief characteristic which distinguishes the American system of education from the European systems. Experiments in education are constantly being conducted in this country and the results accomplished by one institution are available to all others. The individualism of the American people is nowhere better revealed than in their institutions of education.

Another feature of American education is its democratic character. Next to the political institutions the educational institutions best reflect the democratic tendencies of the American people. American education is so graded as to make the secondary school the continuation of the elementary school, and the college the continuation of the secondary school. In France and Germany, and to a certain extent in England, the elementary and secondary systems are not well articulated. Transference from the one to the other is not easy except at one or two points. The elementary school in many cases is not a preparatory institution for the secondary school but an institution furnishing education for the children of the laboring and artisan classes, whereas the secondary school is intended to fit the more well-to-do children for the professions and for civil life. Much of the work that is done by the French lycée and the German nine-year secondary schools is included here in the secondary school and in the first two years of college.

The standard attained by the completion of an American secondary or high school course together with the first two years of college would correspond approximately to that of the Baccalauréat of the French lycée, or the

Abiturientenzeugnis of the German gymnasium. Our professional schools which require two years of college study for entrance have an equivalence with the French and German universities, which are open only to the holders of the degree from the lycée or the gymnasium respectively.

## CHAPTER II

### THE UNDERGRADUATE COLLEGE

#### THE COLLEGES OF LIBERAL ARTS AND SCIENCES

At the core of every American university stands the collegiate department variously called the undergraduate department, the school, department or college of arts and sciences, the college of letters, the college of liberal arts, etc. Graduates of recognized high schools and private schools, and students who give evidence of equivalent preparation are eligible for admission to the school of arts and sciences.

The average age of students entering college is eighteen or nineteen years, making the average at graduation twenty-two to twenty-three years.

The College offers a four-year course leading to the Bachelor's degree of which there are three chief groups, namely—A.B., B.S. and Ph.B.\*

The early practice of prescribing courses of study for the Bachelor's degree has practically broken down. The required studies are confined to two or three subjects and the student is allowed freedom of choice with respect to the rest of the program. A still later development, known as the "group system" came to meet the needs of students, and was first put into practice at Johns Hopkins University. The theory is that work should be concentrated along certain lines to definite ends. Certain groups of studies are organized to correlate with a single central subject and to permit the students to choose one of these groups. Princeton was a pioneer in what is called the "preceptorial system" by which each student is carefully supervised and assisted in his studies. The assistant professors are the

\*See Table of Degrees, pp. 70-74.    11

preceptors, whose duty it is to meet the students in little groups to give advice and test the faithfulness and accuracy of their work. The semester system is followed by most universities—the first semester extending from the latter part of September to early February, and the second semester terminating about the middle of June, but the practice of dividing the year into four terms is gaining in favor especially in the West. Some of the universities in California open in August and close in May. Each semester culminates in an examination designed to test the knowledge of the student in the branches he has studied. Some of the colleges have adopted the “honor system” in the written examinations, according to which no proctors supervise the examination period. This system endeavors to cultivate honesty in examinations. An offender is usually suspended by the Student Council.

There are, moreover, certain privileges and advantages accorded to students who attain high ratings in their collegiate work. For example, at Swarthmore College, it is permitted to every student at the end of his Sophomore, or second year to apply for permission to spend the last two years of his college course in working for honors. He is allowed that privilege provided his record in the first two years and his individual ability seem to be good enough to promise success. An honor student spends his last two years in specializing not in a single department but in a field of two or three closely related subjects.

The instruction in the school of arts and sciences is carried on by means of lectures, recitations, discussions, and various kinds of written exercises. In the Freshman and Sophomore years—the first two years of the college course—instructors usually assign a definite number of pages from a prescribed textbook and the student’s knowledge is tested by recitation. In the last two years lectures become more the rule and periodic examinations take the place of formal recitations.



## COLLEGE ENTRANCE REQUIREMENTS

Admission to a standard American college is, in general, based on the completion of a four-year course in a secondary school. Expressed in terms of the "unit," it is the equivalent of fourteen to sixteen units. A "unit" represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

This definition assumes that the length of the school year is thirty-six to forty weeks; that a period is from forty to sixty minutes in length and that the study is pursued for four or five periods a week.

There are three methods of admission; first, by certificate from an accredited high school. This method prevails in the West and Middle West. Second, by an examination conducted by the college or by the College Entrance Examination Board. This method is followed in the East. The third method is by passing a "psychological test." This method, first adopted by Columbia University, is a further development of the type of tests used by the School of Military Aeronautics during the war and is meant to determine, not so much the fund of information possessed by the student as his ability, accurately and clearly, to use his common sense. Only those who complete their secondary school work with high records are allowed to take the test.

The physical condition of a student is more and more being taken into consideration by college authorities. Some colleges are beginning to require a certificate of health for admission.

Foreign students are advised to bring with them as detailed a statement as possible of the nature and amount of work pursued and completed by them. Such state-

ments should be translated into English, wherever necessary. It is especially important to present diplomas or certificates obtained from institutions previously attended by them and preferably those that are usually recognized in the countries of their origin. They should also bring copies of the calendars of the universities or institutions in which they have studied.

It is suggested that students bring with them material dealing with education in their own country, such as reports, pamphlets, etc., of which there is usually a great dearth here.

*The Credit System.* Students from foreign countries are sometimes confused when reading about *points* and *credits* in the American university calendars. Therefore, a short word of explanation may be necessary in this connection. A particular course in the program is put down as counting two or three points (or hours) per semester or term, as the case may be. This represents roughly the number of hours of work in lectures and in preparation that is expected to be devoted to it. A student "gets his points" (*i. e.* passes his course) if he has attended regularly, done the work, and passed the examination in this particular subject at the end of the semester.

The average student takes about fifteen points per semester. This allows him to complete the hundred and twenty points normally required for the Bachelor's degree in four years (at the rate of thirty points a year). In some universities tuition fees are fixed sums per semester; in others, like Columbia, Chicago, etc., they are proportional to the number of points taken. In some state colleges no fees are charged to a student after he has been a resident for one year in the country.

This system enables students to work at almost any rate they please within the limits of human possibility. Some students, who do outside work to earn a living, carry proportionately fewer points, and take a correspondingly



longer time to get the full number of points required for a degree. Other students with ability and energy enough to devote every possible moment to studying may considerably shorten their periods of study by carrying more than the average number of points per semester and by attending summer sessions where from six to eight points per session may be earned. It is, however, advisable that during the first semester students do not take more than the normal number of points, since it usually takes some time to become adapted to the new conditions of work. When, therefore, a calendar says that it requires a minimum of from sixty to seventy-five points postgraduate work for the Ph.D., candidates must remember that whatever time is devoted to the Ph.D. thesis must be added to the two years or more; and this will vary, as has been said before, with the difficulty of the problem and the amount of work already done upon it. If candidates prefer to work on their dissertations contemporaneously with their class work (as very many do) it will only mean that the required number of points will be spread out over a longer period of time than otherwise. In the case of the higher degrees, the number of points are given simply as a general indication of the time and work that will be involved. It is not prescribed in any sense nor in every case strictly adhered to. In each individual case it depends on the general status of scholarship attained, and on the judgment of the faculty of a department in which a candidate is majoring as to whether he is fully qualified to proceed to the final examination, or not. In most cases the number of points indicated will be a bare minimum.



## CHAPTER III

### POSTGRADUATE EDUCATION

#### THE GRADUATE SCHOOL

The capstone of the American University is the graduate school of arts and sciences, more often called the graduate faculty, or the faculty of philosophy. It admits as students only those who hold a Bachelor's degree from a college of recognized standing and offers courses leading to the Master's degrees (A.M., M.S., M.Ped., etc.) and the Doctor's degrees (Ph.D., Sc.D.).

No uniform practice has yet been established for the admission of foreign students to graduate standing. The subject is, however, being considered by special committees representing the Institute of International Education, the American University Union in Europe, and the American Council on Education. Two of these have already made recommendations with the approval of the leading graduate schools in the country, on the admission of students from France and the British Empire. It should be noted that admission to graduate standing does not imply the granting of a degree within any definite period. The recommendations on the admission of French and British students are as follows:

#### RECOMMENDATIONS CONCERNING THE ADMISSION OF HOLDERS OF DEGREES FROM FRENCH INSTITUTIONS

1. That the French *licence* be accepted as the equivalent of the American M.A. degree.
2. That the holders of the *Baccalauréat* who produce evidence of having done one year of graduate study in a French university be admitted to graduate standing.

3. That holders of the *Baccalauréat* be admitted for one year as "unclassified students" and if they prove their fitness, be then admitted to graduate standing.

4. With regard to engineering, medical and other professional degrees, no recommendation is made, as each case must be dealt with on a comparison of the studies required with those already taken.

#### RECOMMENDATIONS CONCERNING THE ADMISSION OF HOLDERS OF DEGREES FROM BRITISH INSTITUTIONS

1. That students or graduates of Canadian institutions who are candidates for admission to undergraduate or graduate standing at colleges and universities in the United States be classified for purposes of admission as if they had studied at American higher institutions.

2. That holders of the Bachelor's degree from universities in England, Wales, and Ireland and holders of the Master's degree from universities in Scotland (the M.A. is the first degree at Scottish universities) be admitted to graduate registration in American universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.

3. That holders of the Bachelor's degree from universities in Australia, New Zealand, and South Africa and from government universities in India be admitted to graduate registration in American universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.

4. That administrative officers should note that many holders of the Bachelor's degree from institutions mentioned in paragraphs 2 and 3 may need to spend at least two years in preparation for the Master's degree at an American university. But men who have graduated with high honors from one of the institutions noted in paragraphs 2 and 3 will ordinarily proceed to the Master's degree at an American institution in the minimum period.

It is expected that other committees representing the same organizations will make recommendations of a similar character for students from other countries. In fact holders of the German *Abiturientenzeugnis* have been

placed upon the same footing as holders of the French *Baccalauréat*. These proposals, however, will not absolve a foreign student from the necessity of bringing detailed official records, translated into English, of his previous education as well as diplomas and certificates obtained.

Almost all the American graduate schools have been developed within the last generation. Nevertheless, the progress achieved by many of them has been unparalleled by any other university department. Students from abroad will find opportunities for graduate study and investigation in the leading American universities that compare most favorably with any European university.

The Master's degree is usually awarded to students who have pursued graduate studies for at least one academic year devoted, as a rule, to not more than three studies, one of which, the major subject, receives the claims of the greater part of the student's time and interest. The requirements may include the writing of a thesis approved by the appropriate department.

The Doctor's degree is awarded to students who have pursued graduate courses for usually three years and who have satisfied their particular departments of their mastery of a special subject, and of general acquaintance with the broader field of knowledge of which their subject forms a part. This mastery is demonstrated, not only by oral and written examination, but by a thesis or dissertation in addition, embodying the results of original investigation and research on some topic previously approved by the professor in charge of the major subject. Some universities require the publication of the dissertation.



## CHAPTER IV

### PROFESSIONAL EDUCATION

#### THE SCHOOL OF AERONAUTICS

There are over forty universities and colleges in the United States that give specialized courses in aeronautics. These courses include aerodynamics; aircraft design, construction and stress analysis; propeller design; aircraft engine design and operation; air transportation, navigation; meteorology, metallurgy and other allied subjects. Of these forty or more institutions, about fifteen offer complete four or five-year courses leading to degrees. The number of schools giving one or more courses in aeronautics is constantly increasing.

The first three years of a four-year course are usually on general engineering subjects. Specialization in aeronautical engineering subjects does not begin until the senior year.

There is a definite trend towards the division of aeronautics courses into two options, either technical or air transportation. The former touches on strictly engineering phases, such as design, construction, etc., while the latter has more to do with management and operation in air transportation. The curricula of the various schools are constantly undergoing changes.

The following schools give graduate courses in aeronautical engineering: New York University, Massachusetts Institute of Technology, Stanford University, and California Institute of Technology.

## THE COLLEGE OF AGRICULTURE

The typical school or college of agriculture offers to graduates of accredited high schools, or equivalent secondary schools, a four-year course in agriculture leading to the degree of Bachelor of Science or equivalent degree. Most of the colleges of agriculture also offer opportunities for postgraduate work leading to the degree of Master of Science or Master of Science in Agriculture, and a number offer work leading to the degree of Doctor of Philosophy.

While many universities undertake to give instruction in medicine, law, architecture, and the other professions, agriculture and engineering are practically the only ones which find places in most of the state universities and land-grant colleges. In the Morrill, or Land-Grant Act of 1862, the United States Congress made grants of public lands to the states, based on their respective representation in Congress, the proceeds from the sale of which should constitute a perpetual fund, the income from which should be devoted "to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical subjects, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

In many of the states this land-grant became the basis for the establishment of a state university and it is believed that all the land-grant institutions now receive some state aid. For this reason the expenses at state colleges are relatively low. By a series of subsequent acts the federal government has further endowed these land-grant colleges both for resident teaching and also for the establishment and maintenance of agricultural experiment



stations in connection therewith and for the creation of a far-reaching system for extension or non-resident teaching. Under the state and federal acts the state universities and land-grant colleges are commonly required to do three kinds of work: resident teaching, agricultural research, and agricultural extension. Since these institutions are state colleges, they necessarily devote special attention to agricultural enterprises of importance in their special state as distinguished from district, sectional, national or international considerations. Hence it is of great importance for a foreign student to select a state college that considers the problems that will be presented in his own native land.

The colleges of agriculture now embrace a wide range of specialized departments of instruction, such as animal husbandry, poultry husbandry, agricultural chemistry, dairy industry, veterinary science, agricultural economics, farm management, entomology, field crops, vegetable crops, floriculture, forestry, pomology or fruit growing, landscape gardening, meteorology, genetics (plant and animal breeding), plant pathology, soil technology, rural education, rural sociology, rural engineering, and home economics. Many of them also include the basic sciences on which agriculture rests.

The typical course of instruction includes fundamental sciences, language, economics, mathematics, together with technical instruction in agriculture and practical work in laboratories, shops, greenhouses, barns, and farms.

### THE SCHOOL OF ARCHITECTURE

The minimum entrance requirement to schools of architecture is a high school education. In some cases such preliminary requirement includes a few definitely prescribed subjects. The usual length of a course leading to the degree of B.Arch. or B.S. in Arch. is four years, during which practical work during the vacation may be required.

However, a course leading to the degree of Bachelor of Architecture in four years from a high school education is not considered by the best schools as sufficient training. In one instance (Columbia University), two years of college work are required for admission followed by four years of specialization in architecture; and in two cases (Harvard and University of California), college graduation is required. In combination with schools or colleges of engineering a number of schools of architecture offer courses in architectural engineering, leading to the degree of B.S. in Architectural Engineering. Graduate courses leading after one year of study to the M.A. or M.Arch., or M.S. in Arch.\* are offered in many institutions.

### THE SCHOOL OF COMMERCE

Collegiate schools of commerce, of business, or of business administration in the United States may be classified in three groups:

*First*—Schools that require a complete four-year high school education for admission and that give a degree in commerce (usually a B.S. in Business or a B.C.S.) at the completion of four years. The curriculum combines cultural subjects and technical business training. In this group belong such schools as the Wharton School of Finance and Commerce of the University of Pennsylvania, and the School of Commerce, Accounts and Finance of New York University.

*Second*—Schools that require for entrance at least two years of collegiate work in cultural subjects which are followed by two years of technical and professional study. Such a curriculum leading to the degree of B.S. in Business is offered by such schools as the School of Business of Columbia University, and the Amos Tuck School of Administration and Finance of Dartmouth College.

*Third*—Graduate schools of business administration that require a complete college course for entrance, thus

\*See Table of Degrees, pp. 70-74.

are open only to college graduates, and confer a graduate degree (usually an M.B.A. or M.B.S., and the higher degrees of D.C.S. and Ph.D.). The Harvard Graduate School of Business Administration and the Graduate School of Business Administration of New York University are illustrations of schools in this group.

Some of the schools classified in the second group also offer, as at the School of Business of Columbia University, graduate courses leading to the degree of Master of Science in Business and of Doctor of Philosophy. In this sense the schools of the second group may also be classified with those of the third group.

Somewhat different from these three types is the five-year co-operative business course offered by the University of Cincinnati, in which class study and office work are combined.

### THE SCHOOL OF DENTISTRY

There are four types of dental education now available in the United States: a five-year course of five professional years; a five-year course with two pre-professional and three professional years; a five-year course with one pre-professional and four professional years; and a six-year course of two pre-professional and four professional years. All four require a four-year high school course for entrance. The better university schools require two pre-dental years, identical with the pre-medical years. To practice in New York State it is necessary to have completed two pre-dental years of study in a registered college of liberal arts and sciences or its equivalent as determined by the Commissioner of Education. The two years of study must include: English, six semester hours; physics, six semester hours; biology, six semester hours; chemistry, six semester hours.

It is becoming increasingly recognized that dentistry is properly a specialty in medicine, and that dental edu-

cation is essentially the function of the universities. For this reason only those schools can be recommended which are bona fide parts of well recognized universities, and which undertake dentistry from the medical point of view. The best type of such university schools offer courses in clinical medicine; hospital connections for instruction in diagnosis and therapeutics; and well equipped laboratories and teaching clinics.

### THE SCHOOL OF EDUCATION

The school of education is comparatively new and is distinctly American, whereas the normal school is European in origin. The general aim of the school of education is to prepare prospective high school teachers, school principals, and superintendents. In some universities it is a distinct school offering a four-years' course leading to a Bachelor's degree. Frequently there is merely offered a two-years' course, superimposed on the sophomore year, leading to the degree. Occasionally it is a department of the university, recommended as any other department, for the degree.

For high school graduates the normal school course covers two or three years. Most states maintain normal schools for the training of teachers for the elementary schools.

Good schools of education provide opportunities for observation and for the practice of teaching. In the professional part of their curricula they offer instruction in such subjects as history of education, principles of education, methods of teaching, educational psychology, educational sociology, educational administration, and the various aspects of secondary, elementary, and kindergarten education.

There is a growing tendency for the school of education to relegate to the collegiate department that part of its curriculum which is cultural, and thus to stand on a

graduate basis. Graduate courses in education leading to the degrees of M.A. and Ph.D. are now offered by the graduate departments of many universities, especially by the state universities. Among the foremost specialized schools of education are the School of Education of Teachers College, Columbia University, the Schools of Education of the University of Chicago, Harvard University, Yale University, the University of Pennsylvania, the University of Pittsburgh, Stanford University, State University of Iowa, Ohio State University, University of California and the University of Minnesota.

### THE SCHOOL OF ENGINEERING

The school of engineering or applied science offers to properly prepared graduates of secondary schools a four-year curriculum leading to the degree of B.S. in architectural, chemical, civil, electrical, mechanical, metallurgical or mining engineering, or in a subdivision of one of these such as for example aeronautical, hydraulic, industrial, or sanitary engineering. Degrees containing the title "engineer" such as C.E., E.E., or M.E. are offered by some schools for the completion of not less than a year's work beyond the four-year curriculum, but are still given by a very few schools on completion of a four-year curriculum. Some of the best schools recommend a curriculum that combines two years of study in the college of arts and sciences and four years of engineering subjects.

The first two years of the four-year B.S. curriculum are devoted to the study of mathematics, including the differential and integral calculus, physics, chemistry, mechanical drafting, English and a few other subjects. In the first year there is practically no differentiation of the program of study for the several branches of engineering and in many schools the differentiation in the second year is small. In the third and fourth years the courses of study relate to more technical engineering subjects and are

arranged to supply the needs of training in the particular branch of engineering that the student has selected.

The program of study in engineering schools being mainly professional, tends to be more prescribed than elective. It is more practical and concrete than purely academic; a great part of the work being carried on in laboratories and machine shops belonging to the universities, with supplementary work in the factories or industrial organizations of the vicinity. The so-called co-operative course in engineering by which a student attends classes for two weeks or more and works in an industry for an equivalent period of time alternately, was first instituted in the University of Cincinnati. Many other schools, such as the Georgia School of Technology, have since followed the lead, and established co-operative educational connections with industry in some form. The attainment of a degree in a co-operative course usually takes more than the normal four years, the additional time being one year or more.

Several institutions offer graduate courses of high quality in engineering science, leading to the degrees of M.S., Ph.D., or Sc.D. The conditions are practically the same as those prevailing in university graduate schools of arts and sciences.

The Society for the Promotion of Engineering Education, University of Pittsburgh, Pittsburgh, Pa., has published very extensive studies on all important features of engineering education in the United States.

### THE SCHOOL OF FORESTRY

Schools of Forestry in the United States may be divided into three groups: (1) graduate schools, with work leading to the degree of Master of Forestry or to the doctor's degree; (2) schools combining both undergraduate and graduate work in forestry, leading to both the baccalaureate and the higher degrees; and (3) schools



offering undergraduate courses only, leading to the bachelor's degree.

Entrance into schools of the first group, the graduate schools, requires that the candidate shall hold a baccalaureate degree from an accredited college or university. If the baccalaureate degree has been secured on the completion of an undergraduate course in professional forestry, the master's degree may be secured in one additional year; otherwise, the course leading to the master's degree in these graduate schools of forestry will require a minimum of two years. During the years of graduate training, most of the work is in technical forestry, but deficiencies in important pre-technical subjects must also be made up. A proportionately longer time is required for the doctorate.

For schools of the second and third groups, regular college entrance requirements are the standard for admission. This means that the high school, or other college preparatory course, should have included a good foundation in languages, literature, history, science, and mathematics at least as far as trigonometry. Schools of group 2 include in their four years' undergraduate curriculum a thorough training in mathematics and plane surveying, the plant sciences (botany, plant physiology, plant pathology, etc.), chemistry, physics, entomology, and the like, together with courses in economics and occasionally some instruction in business administration. There are also included the introductory technical courses in forestry. The bachelor's degree is attained at the end of four years. The graduate year in the schools of group 2, leading to the degree of Master of Forestry, is devoted to work in forest management, silviculture, utilization, protection, forest policy, or forest economics, and to special studies which are made the subject of the candidate's theses and other reports.

Schools of group 3 aim to give the student a comprehensive course but of necessity must omit the more advanced subjects mentioned in the preceding paragraph.

Men from foreign countries who come to America to study forestry, may enter schools of group 2 or group 3 after the completion of their secondary school work, or its equivalent, and they should then continue their studies from four to seven years, depending on the degree to be taken. For entrance into schools of group 1, they must possess a baccalaureate degree or equivalent training; and, depending upon the subject matter included in their earlier training, the forestry course may then require two or more years for the degree of Master of Forestry, since a certain minimum of technical and pre-technical forestry subjects must of necessity be completed.

Some of the agricultural colleges in the United States offer general courses in elementary forestry subjects, and the student here may gain a fair knowledge of the field of forestry or its practical application to tracts of forest land; but these courses should not be confused with the technical and professional courses which are outlined above. They are offered with the sole purpose of benefiting farmers, woodlot owners, or those who may want a non-professional knowledge of the subject.

The Forestry Almanac, published by the American Tree Association, Washington, D. C., contains brief descriptive statements concerning each of the forest schools in the United States prepared by the schools themselves.

### THE SCHOOL OF JOURNALISM

Only a few universities include in their organization schools of journalism, most of which are recent additions. The course ordinarily covers four years and is open to graduates of secondary schools. The degree conferred is B.Litt. or B.J. The first two years are mainly devoted to



social sciences and English, planned to familiarize the student with present social and economic conditions and to help him in the use of self-expression; and the last two years to such courses as reporting, interviewing, editorial writing, dramatic and literary criticism, feature writing, and international relations. Columbia maintains one of the best equipped, and the University of Missouri, one of the oldest schools of journalism in the country.

### THE SCHOOL OF LAW

The standards of legal education vary considerably in the numerous law schools of the country in respect to the admission requirements and length of course. Most law schools require a high school education, a few even less for admission; others require from one to three years of college study and a few admit only those who have a bachelor's degree in arts, letters or science. In some, full-time courses are offered during the day, others offer part-time courses, and still others give courses at such times that they can be attended by students regularly employed in other occupations. The highest requirements for admission to a law school are the completion of a college course. In the best law schools there are offered courses in Roman law, European civil law, jurisprudence, international law, and public law courses in general. The foreign student will be especially interested, in addition to the usual courses, in the method of instruction peculiar to American law schools known as the "Case Method." Opportunities are offered in a few schools for advanced study in law leading to the L.L.M., the Jur.D. and the S.J.D.

There are over one hundred and fifty schools of law of different grades, some independent institutions, some attached to colleges and universities, but not all are members of the Association of American Law Schools.

To be a member of that Association a law school must admit only students who have completed two years of college work, or must require candidates for admission to meet certain equivalent conditions listed by the Association, and must offer a three-years' course leading to a degree granted on the basis of examinations.

### THE LIBRARY SCHOOL

Eighteen library schools have been accredited by the Board of Education for Librarianship of the American Library Association. This Board has also granted provisional accreditation to four library schools and to one curriculum in school library work. Of the accredited schools, nine require for admission the holding of a bachelor's degree from an approved college. With one exception, these library schools grant a second bachelor's degree upon completion of a one-year curriculum in library science. Five of these schools offer a second year of professional study leading to a master's degree. Nine library schools require for admission the completion of three years of college work and with one exception, grant a bachelor's degree. The other library schools will admit students who have had from one to two years of college work and usually require an examination. With the exception of the provisionally accredited curriculum in school library work, the minimum course offered by an accredited library school is one year in length.

### THE SCHOOL OF MEDICINE

All schools of medicine now require for admission two or more years of college work after the completion of a four-year high or secondary school course and offer a four-year course leading to the degree of M.D. Not only the school authorities but the state must be satisfied that the pre-medical education of the applicant is up to standard. Upon graduation a physician cannot practice

in a state without passing an examination before the licensing board of that state.

The American medical colleges are well equipped with laboratories and have hospital facilities for first hand observation and practice. Along no other professional line of American education has more rapid and noteworthy progress been made in recent years than along medical lines. Medical colleges recognized by the American Medical Association are included in the list of accredited institutions. (*See page 76.*)

A number of the more progressive medical schools have in late years added a fifth year to the medical course in which the student serves as an interne in a hospital. Advanced study and research in medicine is possible in most of the colleges in this country. Postgraduate work in medicine, leading to the degree of Doctor of Public Health, is offered by the University of California, Columbia University, Detroit College of Medicine and Surgery, Harvard Medical School, Johns Hopkins University, Massachusetts Institute of Technology, Ohio State University, University of Michigan, University of Pennsylvania, Vanderbilt University.

A number of universities offer a combination of cultural and medical courses covering six or seven years and leading to the degrees of B.A. (or B.S.) and M.D.\*

#### THE SCHOOL OF PHARMACY

The school of pharmacy requires graduation from a high school or an equivalent education for admission. At the end of a three-year course, either the degree of Graduate in Pharmacy (Ph.G.) or of Pharmaceutical Chemist (Ph.C.) is conferred. Schools of pharmacy directly connected with universities generally confer the degree of Bachelor of Science in Pharmacy at the end of a four-year course and a few of them the degree of Doctor of Pharmacy at the end of a seven-year course.

\*See Table of Degrees, pp. 70-74.

## THE SCHOOL OF THEOLOGY

Instruction in theology or divinity was given in certain American colleges in the seventeenth and eighteenth centuries, the oldest chair endowed for the purpose being the Hollis professorship of divinity, established in Harvard College in 1721. Early in the nineteenth century theological seminaries were established with two or more professors each, and some of these "seminaries" have developed into theological universities in all but name.

There are now nearly two hundred institutions in the United States which give instruction in theology, and in some cases the number of teachers is as high as thirty-five. Some few institutions are the theological faculties of universities; more are independent, located in the immediate neighborhood of a university, or in quiet country towns.

The better schools of theology require for entrance graduation from a college of recognized standing (A.B., S.B., Ph.B., B.Litt., or the equivalent). In the case of foreign students they usually accept for entrance, graduation from a lycée or a gymnasium. Oriental students are sometimes allowed to offer the knowledge of their own language and literature in place of ancient or modern Western languages other than English.

The theological schools of America usually require their students to pass written examinations at the close of each term or semester. At the end of three or four years' study those who have complied with all the conditions, which vary from institution to institution, usually receive the degree of B.D. or S.T.B. For postgraduate work some seminaries offer the S.T.M., the D.D., and those connected with a university, the A.M.

Certain schools of theology are under denominational control. This is the case in all Roman Catholic institutions, for instance, the Catholic University of America at Washington; it is also the case in most Presbyterian insti-

tutions (such as Princeton Theological Seminary and Presbyterian Seminary of Chicago), Methodist institutions (such as Drew Theological Seminary), and Lutheran institutions (such as the Lutheran Seminary at Mount Airy in Philadelphia). Some schools, though not under formal denominational control, are bound by creeds to teach certain theological positions, such as the Hartford Theological Seminary and the Andover Theological Seminary, which, until recently, was affiliated with Harvard University. Some seminaries form integral parts of universities: this is the case with the Yale Divinity School, the Harvard Divinity School, and the Divinity School of the University of Chicago. Certain seminaries do not require their professors to subscribe to any creed; such is the Union Theological Seminary in the City of New York which adjoins Columbia University; its teachers are drawn from six denominations and its students from more than twenty.

The tendency in the larger institutions with their numerous professors is to let the elective system, with group restrictions, prevail; and to offer instruction more specialized than can ordinarily be found in Europe. In addition to biblical studies, emphasis is laid on theology, practical theology, religious education, social ethics, the psychology of religion and the preparation of university men for home and foreign missions.

For general information regarding American theological education see the study of Theological Seminaries made by the Institute of Social and Religious Research. Each seminary will mail its catalogue containing information as to courses, requirements, expenses, and scholarships, free on application to its Secretary.

Some institutions offer fellowships to foreign students who have completed their theological studies in Scotland, England, France, Germany, Belgium, or Switzerland. Their missionary scholarships and fellowships are open

to natives of missionary lands as well as to European and American students. Several institutions make special provision for missionaries on furlough.

Most leading American seminaries, such as Union, admit women students on the same basis as men.

#### THE SCHOOL OF VETERINARY MEDICINE

There are at present eleven veterinary colleges in the United States. All are a part of state universities or colleges. Entrance requirements are graduation from a four-year accredited high school. The curriculum is four years of nine months each and leads to the degree of Doctor of Veterinary Medicine.

Some of the veterinary colleges are organized to do credible research work in animal diseases and offer in addition graduate courses leading to the M.S. and Ph.D. degrees.



## CHAPTER V

### SUMMER AND EXTRAMURAL INSTRUCTION

#### THE SUMMER SCHOOL

One of the interesting features of many prominent universities is their summer school work, usually covering six weeks in July and August but sometimes extending through the summer months. These schools are designed primarily to meet the needs of teachers who seek advanced instruction, with or without regard to academic degree, and students who wish to shorten the period of residence, make up deficiencies, or complete their preparation for entrance to some college or professional school.

The majority of the courses given in summer schools pertain to the undergraduate but some to the graduate departments of arts and sciences. In a few cases it is possible to complete one quarter of a year's work during the summer course.

Foreign students arriving early in the summer will do well to register in a summer school of good standing, especially if they do not possess a sufficient command of the English language to enable them to follow work in the subject of their particular interest.

#### HOME STUDY AND CORRESPONDENCE INSTRUCTION

In practically all of the American state universities and in some of the larger endowed institutions, instruction in some subjects may be had by correspondence. In a great many institutions these home study courses carry with them credit toward an academic degree, but in no case is it possible to secure a degree solely by this method of



study as it is required by all institutions that give credit at all for work in extension, that at least half of the credits toward a degree must be secured in residence.

Subjects covered by correspondence include both undergraduate and advanced work and a wide field is available.

In America there are a large number of commercial correspondence institutions without any connection with recognized colleges or universities. Some of these concerns are very active in the particular field of their interest and it is recommended that before a student enrolls in one of these organizations he or she communicate with the Institute.

## CHAPTER VI

### WOMEN'S COLLEGES

Higher education for women began with the founding of Mount Holyoke Seminary (now Mount Holyoke College) at South Hadley, Massachusetts, in 1837, as the result of a campaign by Mary Lyon. But it was not until after the Civil War that the period of the establishment of women's colleges began. Elmira was chartered as a college in 1855. In 1861, Vassar College was founded, followed by Wells (1868), Smith (1871), Wellesley (1875), Bryn Mawr (1880), Mills (1885), Goucher (1888), and Rockford (1892). In all these institutions education is exclusively for women.

In the Middle West, however, coeducation is the accepted policy and women are admitted on an equal footing with men. The success of the experiment in the state universities has given great impetus throughout the country to the coeducational system. The older colleges, and particularly those of the East, have been more conservative. They do not, as a rule, open their undergraduate schools to women, although they admit them to most of their graduate schools. One of the first coeducational institutions was Oberlin Collegiate Institute, which was opened in 1833, and was chartered as Oberlin College in 1850.

In addition to the separate and coeducational methods of education for women, there has also grown up a third system called the "co-ordinate system." This is represented by those colleges for women which are affiliated with larger universities for men. The following will serve

as illustrations: Radcliffe College (1879), affiliated with Harvard University; H. Sophie Newcomb Memorial College (1886), affiliated with Tulane University of Louisiana; College for Women, affiliated with Western Reserve University (1888); Barnard College (1889), affiliated with Columbia University, and the Women's College of Brown University (1892).

Life in an American woman's college is quite as unique in the educational world as that in a man's college. The institution most like it is the English college for women in the university centres, although these differ greatly from ours in several respects. Most women's colleges have been more conservative, perhaps, than the men's in adhering to the historic academic course, and offering less freedom in electing courses. They have not attempted to introduce a variety of vocational training; they have left that to the state coeducational institutions and the schools giving specialized training. Although the colleges have not attempted vocational training they do, however, give a suitable foundation for later vocational work. The academic studies that best prepare the student for various professions are brought to her attention early in her college course so that, if she is so disposed, she may select her elective courses and her extra-curricular activities with that in view.

#### ADMISSION

Admission to the women's colleges is by the same entrance examinations that are given for the men's colleges and universities, or by special examinations set by the college faculty. The standards are quite as high as those for men's colleges. Very few, if any, admit now on the certificate of properly accredited secondary schools. The essentials for admission are: Ability to meet the entrance requirements showing suitable preparation in a secondary school; the proper qualifications as to moral character

and health; fair promise of ability to maintain an acceptable standard of scholarship in college; and a personality that makes her a reasonably congenial member of a college community.

### EXPENSES

The women's colleges are all privately endowed institutions. The student's expenses are about the same as in men's colleges. Tuition varies from about \$300 to \$500 and board and room from \$400 to \$700 or higher, according to the room. Most colleges have at least one hall where the resident students may co-operate in the service and thereby reduce the cost of their board. All the colleges have some scholarships that pay all or a part of the tuition for students of ability who cannot otherwise meet the college expenses. In some colleges there are a few scholarships reserved for students from foreign countries. Usually the alumnae maintain a fund from which loans can be made to students who could not otherwise continue their course. The loan must be repaid within a reasonable time after graduation. In some colleges the rooms are assigned by lot; in others the students select them. There may be halls reserved for Seniors and Juniors, and others for Freshmen and Sophomores. But in most colleges students from all four classes live in the same hall. While there are some more expensive rooms and suites, yet our women's colleges are remarkably free from undemocratic distinctions based upon wealth.

### THE STUDENTS

There are from about five hundred to two thousand students in residence, according to the size of the college. They come from the best American families, from the wealthy and middle class, from self-supporting young women, from families recently naturalized, and some from foreign countries—by no means a socially homo-

geneous group. A college is very like an American community, in which the "melting process" has not been completed.

The Student Government Association presents the highest student administrative authority to its Student Council. Then there are the student officers of each of the four class organizations; the student board of managers for the college literary publications, the dramatic clubs, the intercollegiate debates, the musical organizations, and various clubs or sororities; and the athletic association officers who arrange for the sports. The duties of all these offices develop the administrative and business ability of the young women, and they learn to conduct public business according to parliamentary practice. All officers must learn to work harmoniously and efficiently with their fellow students. Their ability to do this is the basis upon which they are elected to these offices by their fellow students. The treasurers control the expenditures of considerable sums of money.

Among the students are those who devote themselves entirely to the scholastic work; others who combine with their studies dramatics, debates, or the sports, or some form of activity that promotes pleasure and profit in the student community life. It is a democratic institution that calls out the particular ability of each one. It trains a young woman in self-reliance, in leadership, and adapts her to life in a community; preparing her to some extent, at least, for her duties as a citizen. The restrictions in the life of the students imposed by the college authorities are comparatively few, and relate chiefly to the curriculum and to leave of absence from college. The Student Government Association regulates the student activities and organizations and the life in the halls, to safeguard the students themselves, so that conditions may make study possible in their rooms. The students take action on the case of any student

whose conduct may bring disrepute to the college or interfere with the welfare of the student community. This does not give them the power to suspend or expel a student. There is little or no surveillance by the faculty or other college officers. The college students have largely adopted the honor system for examinations and class work. They are encouraged to have a wholesome public sentiment in regard to all aspects of college life. Women's colleges are by no means cloisters; the students may see their friends, and they often have social functions at which men from town or neighboring colleges are their guests.

#### PHYSICAL EDUCATION

The women's colleges are located for the most part in the country near a city or town where ample space can be afforded for residence halls and academic and other buildings necessary to maintain a community of several hundred, and also for the fields for the sports and physical education which our colleges insist upon to maintain or develop the health of the individual. Some colleges are located near lakes where boating and swimming and winter ice sports are possible. If the college is in a city or large town, it still assumes responsibility to provide a gymnasium and limited field for out-of-door sports.

#### DEGREES

Women's colleges of acknowledged standards give the Bachelor of Arts degree and most are prepared to give the Master of Arts in some subjects. There are two colleges which provide for work leading to the Doctor of Philosophy degree. One of these, Bryn Mawr College, by its generous endowment and liberal supply of graduate scholarships and fellowships, has a considerable group of women graduate students from institutions all over the country. Radcliffe College, through its proximity

to Harvard University, has an arrangement with the University to supply the instruction for the graduate courses and Harvard University certifies that the degrees given by Radcliffe College are of the same standard as the corresponding ones given by the University. Barnard is the undergraduate college for women at Columbia University, and gives few graduate courses, since the graduate work is under the jurisdiction of the University. Some colleges, because of their nearness to universities, have certain advantages, although there may be no affiliation between them. For example, Goucher College is near Johns Hopkins University; Mills College near the University of California; Mount Holyoke, Smith, Vassar, Wellesley, Wells are independent colleges offering comparatively little opportunity for graduate work beyond that required for the Master's degree.



## CHAPTER VII

### COLLEGE LIFE

#### ATHLETICS

Next to the regular studies themselves, athletics claim the largest part of the interest and time of a typical American student. Almost all colleges maintain four types of teams which compete with the teams of other institutions. These are baseball, football, basketball, and track teams. Foremost among them are the first two. Track athletics include running, jumping and weight throwing. In addition, some universities, favorably situated, maintain crews for boat racing. Other forms of athletics are hockey, fencing, tennis, etc.; but the chief interest is in baseball in the spring and football in the fall. A football game between Yale and Harvard is a national event.

The teams are usually trained by a professional "coach" and members are selected from students who maintain a certain standard of scholarship.

To the non-athletic student the American college usually offers, through its gymnasium, athletic field, and swimming pool, good opportunity for keeping in sound physical condition, which is fundamental for effective intellectual training.

#### FRATERNITIES AND CLUBS

Next to athletics, fraternities, sororities, and social clubs are the strongest expression of American college life. In a sense, American fraternities are unique. They are secret societies with a limited membership and a Greek motto, by the initial letters of which they are

known. The basis of membership in some organizations is a certain standard of scholarship, or similarity of tastes and congeniality of disposition.

The first Greek letter fraternity was the Phi Beta Kappa, an honorary society formed in the College of William and Mary in 1776. Later professional honorary fraternities, such as Tau Beta Pi in engineering, Sigma Xi in science, etc., were formed. The oldest of the purely social type of fraternities is probably Chi Phi, organized at Princeton in 1824, but its successors are quite unlike it in nature; consequently the first fraternity is thought to be the Kappa Alpha, organized at Union College in 1825. Today there are over one hundred fraternities and sororities, with a total membership of more than two hundred thousand.

While many fraternities undoubtedly exercise salutary and wholesome influences upon their members in particular and the college student body in general there are some which encourage snobbishness in contrast to the highly democratic atmosphere of the college campus. Fraternal spirit is in some cases carried to an extreme, and in the desire to show favor to fellow members there is often the danger of doing injustice to non-fraternity members and to members of other fraternities.

The number of foreign students who are invited to join fraternities is very limited, although more and more of them are admitting students from abroad.

In certain universities the place of fraternities is taken by social clubs. These are organized to foster a spirit of comradeship among groups of students.

### INTERNATIONAL HOUSES

To promote international understanding among students from different countries and to provide not only comfortable living quarters at a reasonable cost but also a social centre, residences have been built in connection with

certain universities known as "International Houses." The oldest and perhaps the best known of these is International House near Columbia University in New York City which provides living quarters for over five hundred students, the majority of whom are engaged in graduate work. At the University of California is another such centre and there is a third in process of building at the University of Chicago. Of a different type of organization than these three but having the same aim and facilities to a lesser extent, are the "International Houses" at the University of Oregon, the University of Pennsylvania and the University of Iowa. Applications for rooms in all these buildings must be made some months in advance.

#### DEBATING, DRAMATIC AND LITERARY SOCIETIES

In addition to social clubs there are, in almost every university, debating, dramatic, literary and musical organizations, as well as clubs for specialized academic purposes such as philosophical, chemical, engineering, and history clubs.

#### RELIGIOUS ORGANIZATIONS

In almost all large institutions of learning there are Newman (Catholic) Clubs, Menorah Societies (Jewish) and Christian Associations of various types but the chief one among them is the College Young Men's Christian Association. The first College Young Men's Christian Associations were organized at the University of Michigan and the University of Virginia in 1858. In 1877 the Intercollegiate division of the Association was formed. Since then the growth has been rapid until there are at present over eight hundred Student Associations in schools and colleges with a membership of about one hundred thousand.

The Association exists as a friendly advisor to the

students who labor under many handicaps as strangers in a strange land. Often employed secretaries are maintained, weekly meetings are held for devotional purposes, Bible classes are conducted within the college and in the neighborhood, settlement and other forms of social work are carried on, employment bureaus are operated, and summer conferences are held.

In many universities the Y. M. C. A. maintains a commodious building equipped with social and committee rooms, auditorium and reading room and dormitories. Foreign students are always cordially welcomed to the membership privileges of the Association and are invited to participate in its program of service.

### HAZING

In every college rivalry between classes or students of each of the four years is strong, and frequently manifests itself in a "scrap" or "rush" between the Freshmen and upper classmen, particularly the Sophomores. Severe restrictions are sometimes imposed upon Freshmen, such as requiring them to wear a special cap or necktie of a certain color and trousers with no cuffs. The new students are occasionally called upon by the older students to repeat the college songs or to render some menial service.

The foreign student, as far as possible, should enter into such phases of college life with a true spirit of sportsmanship and fun. It should not be resented as autocratic or obtrusive, although in a few cases it is carried to a disagreeable limit. In fact the outstanding feature of American college life is its democratic aspect. No other community can boast of having obliterated the distinction between race, creed and color to the same extent as the college community. Even the aristocracy of wealth is not noticeable. Not only between students, but between students and professors, a spirit of comradeship usually prevails.

## CHAPTER VIII

### PRELIMINARY PREPARATION

As a general principle it is considered advisable for foreign students to have completed the work of an undergraduate college before entering an American institution if they are to derive the greatest possible benefit from their study here. A sound preparation in their own country and familiarity with their own cultural background will serve as the best foundation for graduate study in the United States along the lines that may be selected, and particularly if it is intended to prepare a dissertation for the Ph.D. degree.

#### KNOWLEDGE OF ENGLISH

How much English one should know is the second problem which the foreign student must solve. It is essential that, before coming to the United States, the foreign student acquire enough English to enable him to understand the lectures and to find his way in the country. The whole question of adjustment of educational qualifications to the requirements of American institutions has to be looked into carefully and deliberately with a view to avoiding unnecessary waste of time and expense.

#### THE COLLEGE ENTRANCE EXAMINATION BOARD

The College Entrance Examination Board was founded in 1900. At the present time it includes forty members representing universities, colleges, and scientific schools and eleven members chosen to represent the interests of the secondary schools. The primary purpose of the Board

is to examine boys and girls in the subjects taught in the secondary schools in order to determine their fitness to pursue more advanced studies. The results of the Board's examinations are accepted by every university, college, and scientific school in the United States.

In 1929 the Board acceded to the request of the American Association of Collegiate Registrars for the establishment of an examination to test competence in the use of the English language on the part of applicants whose native tongue is not English. The chief purpose of this examination is to render assistance to American educational institutions in judging the ability of students from other lands to undertake with reasonable hope of success college work in the English language. By using this examination colleges will be in a position to dissuade from a long, expensive, and fruitless journey students who are certain to be unsuccessful because of an inadequate knowledge of English.

This examination was held for the first time on April 9 and 10, 1930 at about twenty places in Europe and Asia, and will continue to be held annually in April. Upon request, an announcement in regard to this examination and a blank form of application will be sent to any address without charge. The examination fee is \$10.00 and under no circumstances can it be remitted even in part.

The address of the College Entrance Examination Board is 431 West 117th Street, New York City. The following documents in reference to the examinations may be obtained from the Secretary without charge:

- (1) Bulletin of General Information.
- (2) List of Examination Centres.
- (3) Application blank.

Copies of the examination papers given in recent years are offered for sale at the rate of five cents each. Orders for these papers should be addressed to the College Entrance Examination Board.



### SELECTION OF A SCHOOL

A foreign student who wishes to come to the United States should make plans well in advance. In selecting a school there are three things to be considered: (1) cost of tuition and living, (2) location, and (3) standard of scholarship. The cost of living is naturally very high in large cities. Information on this subject is given in Chapters VI and X. Some so-called "colleges" have low standards of scholarship while other institutions have such a high standard that only students with the very best preparation can hope to complete their course. On page 76 are listed the colleges and universities in the United States which are accredited by various educational agencies and a survey is given of the various courses offered in these institutions.

If a student has decided to come to a specific college or university, it is always possible to obtain a catalogue by writing to the president or registrar of the institution concerned. The catalogue will give useful information concerning courses of study and the cost of living in that school. In selecting a college or university notice whether it is on the current accredited list of the Bureau of Immigration as indicated on page 76. This is important because if a student is not entering the country under the regular annual quota of aliens of each nation who are allowed to enter the country to become citizens (and this number is limited), he may, nevertheless, enter as a "non-quota" student those institutions which have been approved by the Bureau of Immigration. Such non-quota student may remain in the country as long as he continues to study and is expected to return to his home as soon as he has completed his studies.

### METHOD OF PROCEDURE IN OBTAINING VISA

After choice of a college or university has been made, the student should write directly to the institution he



desires to enter for a blank which must be filled out by the applicant and returned to the college or university with the proper credentials and a photograph of himself. If the university accepts him, the university authorities will send him two certificates of admission to the university. These certificates of admission should be in duplicate since the immigration officials do not always accept a certificate marked "copy."

The student will then take one certificate of admission to the nearest American consul who will give him a student visa if the university he wishes to enter is on the accredited list of the Bureau of Immigration, and if he is a bona fide student and can satisfy the consul as to his health and status as a student, and can give satisfactory evidence that he has sufficient knowledge of English to do college work and sufficient funds to keep him from becoming a public charge. The second certificate must be retained by the student to show to the immigration officials when he enters the United States.

Then he comes to America and when the immigration officials see him at the port of entry, he should show not only the student visa but also the certificate of admission from the university which has accepted him. With these credentials and \$50 in currency at his disposal the student should have no difficulty in entering the country.

#### ARRIVAL IN THE UNITED STATES

From some countries a student traveling in the Tourist or Third Class on the steamships will not be allowed to land at the dock to which the boat comes in the United States, but will be taken from the steamer on a small boat to the place where the third class inspection is made. This may be true for students traveling in any other class unless there is somebody on the dock to meet them. Outside the Port of New York this inspection is made at Ellis Island, and outside the Port of San Francisco at Angel Island.

There is no cause for alarm at this proceeding if the student's papers are all in order and if there is someone at the dock to meet him.

At the present time, students from Austria, Belgium, Czechoslovakia, Denmark, Germany, Great Britain, Northern Ireland, Irish Free State, Italy, Luxembourg, Netherlands, Norway, Holland, and Sweden may land at the dock when the boat comes in. With these countries the United States government has arranged to have the third class immigration inspection in Europe, and therefore nationals of these countries are discharged at the docks in the United States, except when the immigration inspector questions the student's status, and sends him to Ellis Island for further examination. A helpful organization, especially for women travelers in the United States, is the Travelers' Aid Society which has agents at steamship docks and railroad stations ready to be of use in any way that may be required.

Students are sometimes alarmed because the United States immigration officials take away the paper bearing the American visa and do not return it. This is the ordinary procedure and will always be done. For a full statement concerning the immigration laws as they affect the foreign student in the United States, write to the Institute of International Education for its bulletin entitled "Foreign Students and the Immigration Laws of the United States."



## CHAPTER IX

### FOREIGN STUDENT ORGANIZATIONS

*Association of Cosmopolitan Clubs in America.*—This is a federation of clubs. Its purpose is expressed in its meaningful motto, "Above all nations is humanity." It is neither a political nor a religious organization, but rather an organization of intellectuals interested in promoting international goodwill. Membership is open to both men and women with a few selected American students. At present there are thirty chapters of this Association in the United States. The Association, which was organized in 1903, is affiliated with the Corda Fratres, European students' organization, founded at Turin, Italy, in 1898. The largest of the Cosmopolitan Clubs is the Intercollegiate Cosmopolitan Club of New York City, which has its office at International House, 500 Riverside Drive. Other leading clubs in this country are at Cornell, Syracuse, Illinois, Michigan, and Kansas.

*The Committee on Friendly Relations Among Foreign Students* is affiliated with the National Council of Young Men's Christian Associations, which seeks to serve students coming to the United States from other lands. Its general work is under the administrative secretaries at the offices of the National Council in New York City. Much of the work is carried on through national divisions, each with a full time secretary of its own nationality. There are now Chinese, Filipino, Japanese, Russian and Korean secretaries, the latter on a part time basis. All these secretaries have headquarters at the New York Office, and spend much time in traveling among the colleges and universities where foreign students are enrolled.

The services of the Friendly Relations Committee may be classified as follows:

1. Information and guide service:

Guide books and pamphlets of general information regarding student life are distributed. Secretaries will meet steamships and trains upon request and guide students to their destination. Counsel and advice are gladly given at the New York and San Francisco headquarters and in the office of any of the local committees.

2. Transportation and transfer:

Assistance is offered in the determining of routes, purchase of tickets, transfer, registering, or storage of baggage, sending of cable and telegrams, cashing of checks; letters of introduction are given.

3. Social and recreative:

Receptions are arranged in homes, churches, and clubs. Excursions to interesting places and institutions, picnics, motor rides, concerts, and dramatic performances are given. Many families invite foreign students for dinner or a week-end in private homes.

4. Economic:

An effort is made to discover employment for students desiring to earn part of their expenses, and in some instances positions are found in industries for engineering students who wish to obtain practical experience before beginning their professional career. Co-operation is given in the raising and administering of Emergency Loan Funds, by which those students who are in desperate need may receive aid.

5. Conferences:

About 500 students from abroad are entertained annually in the various student summer conferences, and representative delegations attend district and state conferences and the quadrennial convention of the Student Volunteer Movement.

6. Religious and life-work guidance:

Suggestions are made regarding the most useful books and pamphlets on religious subjects, helpful connections are established with pastors, Association secretaries, leaders of young people's societies and Sunday schools. Deputations of foreign students are organized to visit churches and similar societies as speakers. Hundreds of interviews are given on the most vital questions of life and its investment.

7. World Forums:

In scores of universities students from many nations meet for frank discussion of international questions; such gatherings spread information and promote better understanding of the present world situation.

8. Co-operative Service:

Much of the work outlined above is accomplished in co-operation with the Student Christian Associations and local churches. The Committee gives encouragement and support to self-directed activities of foreign students, as in local clubs and national organizations.

It will be seen from the above classification of service that much of it is rendered in the colleges and primarily through the Student Young Men's Christian Associations. Most of these local associations have Friendly Relations Committees which help students from abroad in their educational and social adjustments as well as their moral and religious problems. Some of the associations in the large centres have special secretaries giving part or full time to foreign students.

The service of the Friendly Relations Committee is given without cost to students. Those who think of coming to America to study may write for information of any kind and counsel as to the choice of courses and institutions. Inquiries should be addressed to the Committee on Friendly Relations among Foreign Students, 347 Madison Avenue, New York, N. Y. It is always possible

for students in foreign lands to obtain valuable information from the American secretaries of the Y. M. C. A.

*International Student Committee* of the Young Women's Christian Association has a staff of three secretaries. It has two offices—at 600 Lexington Avenue, New York, N. Y., and at 203 North Wabash Avenue, Chicago, Illinois.

Because the foreign students are the future leaders among the women of their countries, the Committee seeks to bring to them the best elements in American life. It makes special effort to bring them to the student summer conferences, in order that they may meet, and learn to know student life and thought as a whole; and to open to them the private homes of America, that they may see the family life of this country in its finest and truest expression; and that thus there may be created a firm basis for international understanding and goodwill. All services are free.

*The National Student Federation of America* with its headquarters at 218 Madison Avenue, New York City, is composed of about 250 colleges situated in all parts of the United States. In each case, membership is through the Student Government Association in the college. The N. S. F. A., as it is called, aims to promote co-operation among the students of the United States and to develop an intelligent student opinion on questions of national and international importance. Its activities include a weekly news service, monthly radio broadcasts, student travel and debating tours. It is a full member of the world organization—the International Confederation of Students.

*Chinese Students' Alliance.*—This is an organization of all Chinese students in the United States. By means of annual conventions in different parts of the country and by occasional publications the chief aims of the Alliance are accomplished, namely, the promotion of acquaintance and fellowship, the dissemination of knowledge



regarding Chinese affairs, and unifying the work and interests of Chinese students in America.

*The Chinese Students' Christian Association.*—This was organized by the Chinese students and for the Chinese students who are studying in North America. The Association was founded in 1909. After twenty-two years of steady growth it is today a federation of seventy-five local units. It employs a full-time secretary and maintains an office in New York City. It serves not only its members but any Chinese student in matters pertaining to information about schools, travel, part-time employment, emergency relief, promoting better understanding between China and the United States, etc. A monthly magazine, the *Chinese Christian Student*, and a Year Book are published by the Association during the school year, and annual conferences are held. Headquarters, 347 Madison Avenue, New York, N. Y.

*The Japanese Students' Christian Association in North America.*—There are over nine hundred Japanese students now studying in American colleges and universities. These potential "ambassadors of friendship" and future leaders of Japan occupy strategic positions in the cultivation of better understanding between America and Japan. The Japanese Students' Christian Association in North America, with a character-building program, was organized in 1924, among other things, to utilize this opportunity of exchanging the best of America, and the best of Japan, especially through Christian fellowship and co-operation. Today there are more than thirty local chapters all over the country and a full-time General Secretary with offices at 347 Madison Avenue, New York, N. Y. As a part of the activities, three thousand copies of *The Japanese Student Bulletin*, the official monthly organ of the Association, are distributed free to Japanese students in North America and to their friends, both Japanese and American, in America and in Japan. *The*

*Directory of Japanese Students in North America*, published by the Association, lists all Japanese students in the institutions of higher learning in the United States and Canada. In 1926 the Association published the following pamphlets: *The Educational System in Japan*, *The Second Generation Problem: Some Suggestions toward Its Solution*, *Educational Guide for Japanese Students in the United States*, and *Japanese Civilization: A Syllabus*.

*The Korean Student Federation of North America* unites over three hundred who are studying in institutions in Canada and the United States. A bulletin and directory are published and a varied program of service to the members is carried on by the secretary, 347 Madison Avenue, New York, N. Y.

*The Hindustan Association of America*.—The Hindustan Association of America is an organization of British Indian students for the purpose of promoting the welfare of Indian students and giving American students and professors accurate information regarding India and her people. The secretary's office is at International House, 500 Riverside Drive, New York, N. Y.

*The Filipino Students' Christian Movement in America*.—This organization was started in 1923 at the Indianapolis National Students' Conference. Its aim is to promote better understanding between America and the Philippines and to develop good strong moral character among the students. These objects are made possible by meetings, conferences, lectures and literature. A Filipino secretary is employed, and headquarters are maintained at 347 Madison Avenue, New York, N. Y. The *Filipino Student Bulletin* is published monthly during the college year by the Movement.

*The National Russian Students' Christian Association* promotes the welfare of Russian students in America. Occasional publications are issued by the Association during the academic year.

## SOCIETIES INTERESTED IN FOREIGN STUDENTS

### CHINESE

- China Institute, 119 West 57th Street, New York, N. Y.  
China Society of America, 19 West 44th Street, New York, N. Y.  
Chinese Students' Christian Association in North America, 347  
Madison Avenue, New York, N. Y.  
Chinese Y. M. C. A., San Francisco, California

### JAPANESE

- Japan Society of New York, 36 West 44th Street, New York,  
N. Y.  
Japan Society of America, Flatiron Building, San Francisco,  
California  
Japanese American Fraternity, Los Angeles, California  
Japan Society, 200 Devonshire Street, Boston, Massachusetts  
Japanese Y. M. C. A., 1409 Sutter Street, San Francisco,  
California  
Japanese Y. M. C. A., 747 East 36th Street, Chicago, Illinois

### LATIN-AMERICAN

- Committee on Co-operation in Latin-America, 419 Fourth Avenue,  
New York, N. Y.  
Pan American Society, 67 Broad Street, New York, N. Y.  
Pan American Union, Washington, D. C.

### MISCELLANEOUS

- African Student Union, Tuskegee Institute, Tuskegee, Alabama  
American Asiatic Society, 627 Lexington Avenue, New York,  
N. Y.  
American Friends of Poland, 144 East 74th Street, New York,  
N. Y.  
American-Hungarian Foundation, 522 Fifth Avenue, New York,  
N. Y.  
American-Scandinavian Foundation, 25 West 45th Street, New  
York, N. Y.  
Armenian Educational Foundation, 331 Fourth Avenue, New  
York, N. Y.  
Committee on Friendly Relations Among Foreign Students of the  
Y. M. C. A., 347 Madison Avenue, New York, N. Y.  
Hindustan Association of America, 500 Riverside Drive, New  
York, N. Y.  
Institute of International Education, 2 West 45th Street, New  
York, N. Y.

International Student Committee of the Y. W. C. A., 600  
Lexington Avenue, New York, N. Y.

Italy-America Society, 745 Fifth Avenue, New York, N. Y.

National Russian Students' Christian Association, 347 Madison  
Avenue, New York, N. Y.

Netherlands-America Foundation, 551 Fifth Avenue, New York,  
N. Y.

Russian Student Fund, Inc., 347 Madison Avenue, New York,  
N. Y.

## CHAPTER X

### LIVING CONDITIONS

The living conditions vary according to the size of the college or university and the size of the town in which it is located. As a rule the large universities flourish either in or near cities of considerable size, whereas small colleges grow in small communities.

#### LODGING AND BOARDING FACILITIES

Most colleges and universities maintain dormitories and dining halls for their students. The rates are reasonable. The dormitories are usually adapted to the needs of student life. They are equipped with good light and baths and their atmosphere is conducive to study and concentration. The foreign students will do well to try as early as possible to secure accommodation on the campus of the college to which they intend to go.

Wherever the dormitory facilities are not enough to accommodate all students, the colleges usually keep an approved list of private homes in the vicinity in which students may rent rooms. Sometimes the college Y. M. C. A. keeps the list.

#### EXPENSES

The following table shows the approximate minimum expenses for room, board, laundry, tuition, fees, etc. Representative institutions were selected in the East, Middle West, West and South.

	EAST	MIDDLE WEST		WEST		SOUTH
	Cornell	University of Minnesota	University of Illinois	University of California	University of Washington	University of Virginia
Room . . . . .	\$200	\$ 90	\$108	\$130	\$ 90	\$ 90
Board . . . . .	350	260	260	300	243	250
Tuition . . . .	400	90	50	150	150	275
Books . . . . .	28	35	25	30	24	30
Incidentals . .	180	267	225	230	198	45
Total . . . .	\$1158	\$742	\$668	\$840	\$705	\$690

## FINANCES

Another question relates to the amount of money to be brought by the foreign student when he comes to the United States. The danger here lies on the side of bringing too little rather than too much. A number of foreign students seem to think that somehow in the United States they can work, support themselves, study and win diplomas. It is true that the opportunities for work for the ambitious, energetic and adaptable student are numerous, yet it is necessary that students should guard against overwork, physically and mentally. They should enjoy leisure hours for growth and meditation and should take advantage of their being here to observe and study institutional movements, other than those they find in their local college curricula.

We recommend that the foreign student bring with him, *in addition to his sea and land fares*, a minimum of \$1000 which will carry him through the first year. For railroad fares in the United States, see Appendix. Students should consider this question carefully. It costs almost as much to travel from New York to a western university as it costs to come from France or England to America.

It is also suggested that, unless there is a definite reason for special preparation or travel, no foreign students should arrive in the United States in the spring or summer months. Colleges begin their sessions in the latter part of September. If one reaches the United States in the

spring he can hardly fit into the classes that have been in session since February or October, and if he arrives in the summer he will find all classes discontinued except those of the summer schools.

### VACATIONS

The American academic year is practically eight months, extending from the latter part of September to the early part of June, with a two weeks' vacation for Christmas and a week or less for Easter. In California the institutions are in session from the middle of August to the middle of May. Some colleges and universities have adopted a four-term basis for the year, and have accordingly a shorter vacation.

How to spend the long summer vacation is one of the vexing problems of foreign student life. Whenever possible a part of it, at least, should be spent in travel. Since the United States is such a vast and heterogeneous country, familiarity with one part does not constitute familiarity with the whole. During the summer holiday many students find "jobs" to replenish their material resources, and those who are delinquent in their studies take advantage of the opportunities provided by the summer schools. Under the immigration laws it is permissible for the non-quota student to work during the summer vacation. In case the foreign student has no deficiency to make up, and is not in need of employment, it is recommended that he make a special study of some American institution in all its phases, such as the Public Library system, the Y. M. C. A., the Public School system, the Social Settlements, the Prohibition movement or any other organization or activity that centers around the philanthropic and social life of the American community.

### TRAVEL

The facilities for travel in the United States are abundant. Transportation costs about four cents per mile.



From the table given in the Appendix the cost of travel from New York, New Orleans or San Francisco to the selected college can be worked out approximately. Each passenger is entitled to carry one hundred and fifty pounds of baggage free. Trunks and heavy baggage should be checked and forwarded in the baggage car. On showing one's ticket to the baggage master in the railway station, a check is attached to each parcel, a duplicate claim check being given the passenger, and the railway company assuming responsibility for safe delivery. The passenger may claim his baggage by presenting the baggage check at his destination and arranging with a transfer company for its delivery to hotel or residence.

Among the scenic features of the United States which are most frequently visited are: Niagara Falls, New York; Yellowstone National Park, Wyoming; the Grand Canyon, Arizona; the Yosemite Valley and the Big Trees of California, and Mammoth Cave, Kentucky. Students would enjoy a visit to Washington, the capital of the United States, where they may see not only the Government buildings, including the Capitol and the White House, but also Washington and Lincoln monuments, the Library of Congress, the Pan American Building, the Red Cross Building, the Smithsonian Institute, and the National Museum.

The Metropolitan Museum of Art, New York City, the Boston Public Library, and scores of other buildings are worthy of a visit.

#### STUDENT AID AND SELF HELP

Almost all good-sized colleges and universities include in their organization employment bureaus with a view to securing part- or full-time employment for students and graduates. The late afternoon and early evening hours, holidays and Saturdays and the vacation days are often utilized by the students for working purposes. The

commonest forms of work secured are: janitor service, care of furnace, selling commodities, waiting on table, clerical work and tutoring. As a result many students in colleges, who otherwise would not be there, are enabled to continue their studies. A large number of Americans earn part of their expenses in college. This, however, should not encourage the foreign student to think that he can make his whole way through college. Even among the American students, the number who succeed in earning all their expenses is exceedingly limited. The educational process is such an expensive one from the standpoint of time, energy, and money that it is wellnigh impossible for a foreign student to maintain physical and mental efficiency and, at the same time, make all the money necessary for his living and for his education.

It should be noted, moreover, by foreign students that labor is not looked upon in the United States as degrading. The student need fear no loss in social station in the college community or in the town on account of it. The fact is that many American students, who later in life rise to eminence, never cease to look with pride upon their college life and how they "made their way through" college.

A student who is in the United States on a student's non-quota visa should always bear in mind that he must fulfill the obligations of the U. S. Department of Labor which requires that he shall carry at least twelve points in order to maintain his status and that whatever work he may be able to engage in shall not interfere with such status. The Department of Labor has been generous in its attitude towards the foreign student who wishes to engage in some occupation to help pay his university expenses.

In addition to the employment possibilities, many universities have small loan funds which they are willing, under specified conditions, to put at the disposal of students.

Scholarships, prizes, beneficial funds, and fellowships are available in almost all institutions. They are announced in the annual catalogues of the institutions, copies of which may be secured free of charge upon request.

For a list of Fellowships and Scholarships open to Foreign Students in the United States, apply to the Institute of International Education, 2 West 45th Street, New York City.

## APPENDIX

## APPENDIX

### LIST OF DEGREES

A.B.	Bachelor of Arts
A.B. in B. and B.	Bachelor of Arts in Business Administration and Banking
A.C.	Analytical Chemist
Adm.E.	Administrative Engineering
Agr.E.	Agricultural Engineer
A.M.	Master of Arts
Arch.E.	Architectural Engineer
B.A.	Bachelor of Arts
B.A.E.	Bachelor of Architectural Engi- neering
B.A.S.	Bachelor of Agricultural Science
B.A. in Ed.	Bachelor of Arts in Education
B.A. in Mus.	Bachelor of Arts in Music
B.Agr.	Bachelor of Agriculture
B.Arch.	Bachelor of Architecture
B.B.A.	Bachelor of Business Administra- tion
B.C.E.	Bachelor of Civil Engineering
B.C.S.	Bachelor of Commercial Science
B.Chem.	Bachelor of Chemistry
B.Chem.E.	Bachelor of Chemical Engineering
B.Des.	Bachelor of Design
B.D.	Bachelor of Divinity
B.D.A.	Bachelor of Domestic Arts
B.Did.	Bachelor of Didactics
B.D. in Ed.	Bachelor of Divinity in Education
B.E.	Bachelor of Engineering
B.Ed.	Bachelor of Education
B.E.E.	Bachelor of Electrical Engineering
B.F.A.	Bachelor of Fine Arts
B.F.S.	Bachelor of Foreign Service
B.J.	Bachelor of Journalism
B.L.	Bachelor of Letters

B.L.S. ....	Bachelor of Library Science
B.Litt. ....	Bachelor of Literature
B.M. ....	Bachelor of Medicine
B.M.E. ....	Bachelor of Mechanical Engineering
B.Mar.E. ....	Bachelor of Marine Engineering
B.Min.E. ....	Bachelor of Mining Engineering
B.Mus. ....	Bachelor of Music
B.O. ....	Bachelor of Oratory
B.P.S.M. ....	Bachelor of Public School Music
B.R.E. ....	Bachelor of Religious Education
B.S. ....	Bachelor of Science
B.S. in Ae.E. ....	Bachelor of Science in Aeronautical Engineering
B.S. in Agr. ....	Bachelor of Science in Agriculture
B.S. in Agr. Ed. ....	Bachelor of Science in Agricultural Education
B.S. in Agr. E. ....	Bachelor of Science in Agricultural Engineering
B.S. in Arch. ....	Bachelor of Science in Architecture
B.S. in Arch. E. ....	Bachelor of Science in Architectural Engineering
B.S. in B.A. ....	Bachelor of Science in Business Administration
B.S. in Bus. ....	Bachelor of Science in Business
B.S. in C.E. ....	Bachelor of Science in Civil Engineering
B.S. in Cer. ....	Bachelor of Science in Ceramics
B.S. in Chem. ....	Bachelor of Science in Chemistry
B.S. in Chem. E. ....	Bachelor of Science in Chemical Engineering
B.S. in Com. ....	Bachelor of Science in Commerce
B.S. in Dent. ....	Bachelor of Science in Dentistry
B.S. in Econ. ....	Bachelor of Science in Economics
B.S. in Ed. ....	Bachelor of Science in Education
B.S. in E. ....	Bachelor of Science in Engineering
B.S. in E.E. ....	Bachelor of Science in Electrical Engineering
B.S. in For. ....	Bachelor of Science in Forestry
B.S. in Geod. and Surv. ....	Bachelor of Science in Geodesy and Surveying
B.S. in H. Ec. ....	Bachelor of Science in Home Economics

B.S. in Ind. E. ....	Bachelor of Science in Industrial Engineering
B.S. in Journ. ....	Bachelor of Science in Journalism
B.S. in Law ....	Bachelor of Science in Law
B.S. in M.E. ....	Bachelor of Science in Mechanical Engineering
B.S. in Med. ....	Bachelor of Science in Medicine
B.S. in Met. ....	Bachelor of Science in Metallurgy
B.S. in Min. E. ....	Bachelor of Science in Mining Engineering
B.S. in Mus. ....	Bachelor of Science in Music
B.S. in P.A.L. ....	Bachelor of Science in Practical Arts and Letters
B.S. in Pharm. ....	Bachelor of Science in Pharmacy
B.S. in Prac. Arts ....	Bachelor of Science in Practical Arts
B.S. in San. E. ....	Bachelor of Science in Sanitary Engineering
B.S. in Struc. E. ....	Bachelor of Science in Structural Engineering
B.S. in Text. E. ....	Bachelor of Science in Textile Engineering
B.S.S. ....	Bachelor of Secretarial Science
B.S.Sc. ....	Bachelor of Social Science
B.Sch.Mus. ....	Bachelor of School Music
C.E. ....	Civil Engineer
Cer.E. ....	Ceramic Engineer
Ch.B. ....	Bachelor of Chemistry
Chem.E. ....	Chemical Engineer
D.C.L. ....	Doctor of Civil Law
D.D. ....	Doctor of Divinity
D.M.D. ....	Doctor of Dental Medicine
D.D.S. ....	Doctor of Dental Surgery
D.D.Sc. ....	Doctor of Dental Science
D.E. ....	Doctor of Engineering
D.J.S. ....	Doctor of Science of Law
D.P.H. ....	Doctor of Public Health
D.P.Hy. ....	Doctor of Public Hygiene
D.R.E. ....	Doctor of Religious Education
D.Sc. ....	Doctor of Science
D.Sci.H. ....	Doctor of Science and Hygiene
D.V.M. ....	Doctor of Veterinary Medicine
Ed.D. ....	Doctor of Education



E.E. ....	Electrical Engineer
E.M. ....	Mining Engineer
E.M. in Geol. ....	Mining Engineer in Geology
Grad. in Nursing ....	Graduate in Nursing
Grad.P.H. ....	Graduate in Public Health
Ind. E. ....	Industrial Engineer
J.C.B. ....	Bachelor of Canon Law
J.C.D. ....	Doctor of Canon Law
J.C.L. ....	Licentiate in Canon Law
J.D. or Jur.D. ....	Doctor of Law
J.S.D. ....	Doctor of Science of Law
L.H.B. ....	Bachelor of Humane Letters
L.H.M. ....	Master of Humane Letters
L.H.D. ....	Doctor of Humane Letters
LL.B. ....	Bachelor of Laws
LL.D. ....	Doctor of Laws
LL.M. ....	Master of Laws
M.A. ....	Master of Arts
M.B.A. ....	Master of Business Administration
M.C.E. ....	Master of Civil Engineering
M.Com.Sc. ....	Master of Commercial Science
M.D. ....	Doctor of Medicine
M.E. ....	Mechanical Engineer
M.Ed. ....	Master of Education
M.E.E. ....	Master of Electrical Engineering
Met.E. ....	Metallurgical Engineer
M.For. ....	Master of Forestry
M.Land.Arch. ....	Master of Landscape Architecture
M.Land.Des. ....	Master of Landscape Design
M.Lit. ....	Master of Literature
M.M.E. ....	Master of Mechanical Engineering
M.P.H. ....	Master of Public Health
M.R.E. ....	Master of Religious Education
M.S. ....	Master of Science
M.S. in Aero. E. ....	Master of Science in Aeronautical Engineering
M.S. in Agr. ....	Master of Science in Agriculture
M.S. in Agr. E. ....	Master of Science in Agricultural Engineering
M.S. in Arch. ....	Master of Science in Architecture
M.S. in Arch. E. ....	Master of Science in Architectural Engineering

M.S. in C.E. ....	Master of Science in Civil Engineering
M.S. in E.E. ....	Master of Science in Electrical Engineering
M.S. in For. ....	Master of Science in Forestry
M.S. in Journ. ....	Master of Science in Journalism
M.S. in M.E. ....	Master of Science in Mechanical Engineering
M.S. in Pharm. ....	Master of Science in Pharmacy
M.S. in P.H. ....	Master of Science in Public Health
Mus.B. ....	Bachelor of Music
Mus.D. ....	Doctor of Music
Pd.B. ....	Bachelor of Pedagogy
Pd.M. ....	Master of Pedagogy
Pd.D. ....	Doctor of Pedagogy
Pharm.B. ....	Bachelor of Pharmacy
Pharm.M. ....	Master of Pharmacy
Pharm.D. ....	Doctor of Pharmacy
Ph.B. ....	Bachelor of Philosophy
Ph.B. in Ed. ....	Bachelor of Philosophy in Education
Ph.B. in Com. ....	Bachelor of Philosophy in Commerce
Ph.B. in Journ. ....	Bachelor of Philosophy in Journalism
Ph.C. ....	Pharmaceutical Chemist
Ph.D. ....	Doctor of Philosophy
Ph.G. ....	Graduate in Pharmacy
Ph.M. ....	Master of Philosophy
P.Th.B. ....	Bachelor of Practical Theology
R.N. ....	Registered Nurse
San.D. ....	Doctor of Sanitation
S.B. ....	Bachelor of Science
Sc.D. ....	Doctor of Science
Sc.D. in Aero. E. ....	Doctor of Science in Aeronautical Engineering
S.J.D. ....	Doctor of Science of Law
S.M. ....	Master of Science
S.T.B. ....	Bachelor of Sacred Theology
S.T.D. ....	Doctor of Sacred Theology
S.T.L. ....	Licentiate in Sacred Theology
S.T.M. ....	Master of Sacred Theology

## TABLE OF ACCREDITED HIGHER INSTITUTIONS

The following table is not a complete compilation of institutions of higher education in the United States, nor does it show all the subjects in which instruction is given at the institutions listed; it contains only institutions that had been accredited by certain authoritative agencies. For example, the colleges shown as giving courses in arts and science are those on the list of "Accredited Higher Institutions" published by the American Council on Education in the Educational Record of April, 1930. While others in the table may give a course in arts and science, they were not on the accredited list of the American Council on Education at that time. The list includes the institutions accredited by the following agencies in that year: The Association of American Universities; The North Central Association of Colleges and Secondary Schools; The Association of Colleges and Secondary Schools of the Southern States; The Association of Colleges and Preparatory Schools of the Middle States and Maryland; and The Northwest Association of Secondary and Higher Schools.

The professional schools listed are accredited by such agencies as: The Association of Collegiate Schools of Architecture; The Association of Collegiate Schools of Business; The Association of Library Schools; The Association of American Law Schools; and The Council on Medical Education and Hospitals of the American Medical Association.

	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering*	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>ALABAMA</b>															
†Alabama College for Women, Montevallo.....	W.	...	...	×											
Alabama Polytechnic Institute, Auburn.....	Co.	×	×	×			×	..	..	..	..	..	×	..	×
Birmingham-Southern College, Birmingham.....	Co.	..	..	×											
Howard College, Birmingham.....	Co.	..	..	×											
†Judson College, Marion.....	W.	..	..	×											
Spring Hill College, Spring Hill...	M.	..	..	×											
University of Alabama, University.	Co.	..	..	×	×	..	×	..	..	×	..	×	1		
Woman's College of Alabama, Montgomery.....	W.	..	..	×											
<b>ARIZONA</b>															
†Arizona State Teachers College, Flagstaff.....	Co.	..	..	×											
University of Arizona, Tucson....	Co.	×	..	×	..	..	×								
<b>ARKANSAS</b>															
Hendrix College, Conway.....	Co.	..	..	×											
†Ouachita College, Arkadelphia....	Co.	..	..	×											
†University of Arkansas, Fayetteville.....	Co.	×	..	×	..	..	×	..	..	×	..	×			
<b>CALIFORNIA</b>															
California Institute of Technology, Pasadena.....	M.	..	..	×	..	..	×								
Claremont Colleges (Pomona; Scripps), Claremont.....	Co.	..	..	×											
College of the Holy Names, Oakland.....	W.	..	..	×											
College of Medical Evangelists, Loma Linda.....	Co.	..	..	..	..	..	..	..	..	..	..	×			
College of the Pacific, Stockton...	Co.	..	..	×											
†Dominican College of San Rafael, San Rafael.....	W.	..	..	×											
†Library School of the Los Angeles Public Library, Los Angeles....	Co.	..	..	..	..	..	..	..	..	..	×				
Mills College, Oakland.....	W.	..	..	×							×				
Occidental College, Los Angeles...	Co.	..	..	×											
Pacific School of Religion, Berkeley	Co.	..	..	..	..	..	..	..	..	..	..	..	..	×	
San Francisco Theological Seminary, San Anselme.....	Co.	..	..	..	..	..	..	..	..	..	..	..	..	×	

\*Table showing Special Branches of Engineering on page 96.

†Not on the current list of institutions accredited by the Bureau of Immigration.

<sup>1</sup>Gives only the first two years of medical course.

	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>CALIFORNIA (Cont'd)</b>															
St. Mary's College, Contra Costa Co.....	M.	..	..	X											
Stanford University, Stanford University.....	Co.	..	..	X	X	..	X	..	X	X	..	X			
University of California, Berkeley.....	Co.	X	X	X	X	X	X	X	X	X	X	X	X		
University of California, Los Angeles.....	Co.	..	..	X	X				X	X	X	X			
University of Redlands, Redlands.....	Co.	..	..	X											
University of Southern California, Los Angeles**.....	Co.	..	X	X	X	X	X	..	..	X	..	X	X	X	
Whittier College, Whittier.....	Co.	..	..	X											
<b>COLORADO</b>															
Colorado Agricultural College, Fort Collins.....	Co.	X	..	X	..	..	X	X	..	..	..	..	..	..	X
Colorado College, Colorado Springs.....	Co.	..	..	X	..	..	X	X	..	..	..	..	..	..	
Colorado School of Mines, Golden.....	Co.	..	..	X	..	..	X								
Colorado State Teachers College, Greeley.....	Co.	..	..	X											
Cliff School of Theology, Denver.....	Co.	..	..	..	..	..	..	..	..	..	..	..	..	X	
†Loretto Heights College, Denver.....	W.	..	..	X	..	..	..	..	..	..	..	..	..		
University of Colorado, Boulder.....	Co.	..	..	X	..	..	X	..	..	X	..	X	X		
University of Denver, Denver.....	Co.	..	..	X	X	X	X	..	..	X					
†Western State Teachers College, Gunnison.....	Co.	..	..	X											
<b>CONNECTICUT</b>															
Connecticut Agricultural College, Storrs.....	Co.	X													
Connecticut College of Pharmacy, New Haven.....	..	..	..	..	..	..	..	..	..	..	..	..	X		
Connecticut College for Women, New London.....	W.	..	..	X											
Hartford Seminary Foundation, Hartford.....	Co.	..	..	..	..	..	..	..	..	..	..	..	..	X	
Trinity College, Hartford.....	M.	..	..	X											
Wesleyan University, Middletown.....	M.	..	..	X											
Yale University, New Haven.....	M.	..	X	X	..	..	X	X	..	X	..	X	..	X	
<b>DELAWARE</b>															
University of Delaware, Newark...	Co.	X	..	X	..	..	X								
<b>DISTRICT OF COLUMBIA</b>															
American University, Washington.	Co.	..	..	X											

†Not on the current list of institutions accredited by the Bureau of Immigration.

\*\*Gives courses in science and technique of cinematography.

	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>DISTRICT OF COLUMBIA (Cont'd)</b>															
Catholic University of America, Washington.....	M.	..	X	X	..	..	X	..	..	X	..	..	..	..	X
Georgetown University, Washington.....	M.	..	..	X	..	X	..	..	..	X	..	X	..	..	..
George Washington University, Washington.....	Co.	..	..	X	..	..	X	..	..	X	..	X	X	..	..
Howard University (Colored), Washington.....	Co.	..	..	X	..	X	X	..	..	..	..	X	X	..	..
†Trinity College, Washington.....	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
†United States College of Veterinary Surgeons, Washington....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	X
<b>FLORIDA</b>															
†Florida State College for Women, Tallahassee.....	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
Rollins College, Winter Park.....	Co.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
University of Florida, Gainesville..	M.	X	..	X	X	..	X	..	..	X	..	..	..	..	..
<b>GEORGIA</b>															
Agnes Scott College, Decatur.....	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
Atlanta-Southern Dental College, Atlanta.....	Co.	..	..	..	..	X	..	..	..	..	..	..	..	..	..
†Brenau College, Gainesville.....	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
Emory University, Atlanta.....	Co. <sup>1</sup>	..	..	X	..	..	..	..	..	X	..	X	..	X	..
Georgia School of Technology, Atlanta.....	M.	..	X	X	X	..	X	..	..	..	..	..	..	..	..
Georgia State College of Agriculture, Athens.....	..	X	..	..	..	..	..	..	..	..	..	..	..	..	X
†Georgia State College for Women, Milledgeville.....	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
†Georgia State Woman's College, Valdosta.....	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
†Library School, Carnegie Library of Atlanta, Atlanta.....	Co.	..	..	..	..	..	..	..	..	..	X	..	..	..	..
Mercer University, Macon.....	Co.	..	..	X	..	..	..	..	..	X	..	..	..	X	..
†Shorter College for Women, Rome.	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
Southern College of Pharmacy, Atlanta.....	Co.	..	..	..	..	..	..	..	..	..	..	..	X	..	..
†University of Georgia, Athens.....	Co.	X	..	X	X	..	X	X	..	..	..	X	X	..	..
Wesleyan College, Macon.....	W.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
<b>IDAHO</b>															
College of Idaho, Caldwell.....	Co.	..	..	X	..	..	..	..	..	..	..	..	..	..	..
University of Idaho, Moscow.....	Co.	X	..	X	..	..	X	X	..	X	..	..	..	..	..

†Not on the current list of institutions accredited by the Bureau of Immigration.

<sup>1</sup>Women admitted only to certain departments.



	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>ILLINOIS</b>															
Armour Institute of Technology, Chicago.....	M.	..	X	X	..	..	X								
Augustana College and Theological Seminary, Rock Island.....	Co.	..	..	X	..	..	..	..	..	..	..	..	..	X	
Bradley Polytechnic Institute, Peoria.....	Co.	..	..	X	..	..	X								
Carthage College, Carthage.....	Co.	..	..	X											
Chicago Theological Seminary, Chicago.....	Co.	..	..	..	..	..	..	..	..	..	..	..	..	X	
De Paul University, Chicago.....	Co.	..	..	X	..	..	..	..	..	X		..	..		
†Eureka College, Eureka.....	Co.	..	..	X		..	..	..	..			..	..		
Garrett Biblical Institute, Evanston	Co.	..	..	..	..	..	..	..	..	..	..	..	..	X	
Illinois College, Jacksonville.....	Co.	..	..	X		..	..	..	..	..	..	..	..		
†Illinois State Teachers College (Eastern), Charleston.....	Co.	..	..	X		..	..	..	..	..	..	..	..		
†Illinois State Teachers College (Western), Macomb.....	Co.	..	..	X		..	..	..	..	..	..	..	..		
Illinois Wesleyan University, Bloomington.....	Co.	..	..	X		..	..	..	..	..	..	..	..		
James Milliken University, Decatur	Co.	..	..	X	..	..	X								
Knox College, Galesburg.....	Co.	..	..	X		..	..	..	..	..	..	..	..		
Lake Forest College, Lake Forest..	Co.	..	..	X		..	..	..	..	..	..	..	..		
Lewis Institute, Chicago.....	Co.	..	..	X	..	..	X		..	..	..	..	..		
Loyola University, Chicago.....	M.	..	..	X	..	X	..	..	..	X	..	X	..		
†MacMurray's (Illinois Women's), Jacksonville.....	W.	..	..	X		..	..	..	..	..	..	..	..		
Monmouth College, Monmouth...	Co.	..	..	X		..	..	..	..	..	..	..	..		
North Central College, Naperville.	Co.	..	..	X		..	..	..	..	..	..	..	..		
Northwestern University, Evanston	Co.	..	..	X	X	X	X	..	X	X	..	X	..		
Presbyterian Theological Seminary, Chicago.....	M.	..	..	..	..	..	..	..	..	..	..	..	..	X	
Rockford College, Rockford.....	W.	..	..	X		..	..	..	..	..	..	..	..		
Rosary College, River Forest.....	W.	..	..	X		..	..	..	..	..	..	..	..		
Shurtleff College, Alton.....	Co.	..	..	X		..	..	..	..	..	..	..	..		
†St. Mary of the Lake Seminary, Mundelein.....	M.	..	..	..	..	..	..	..	..	..	..	..	..	X	
University of Chicago, Chicago....	Co.	..	..	X	X	..	..	..	..	X	..	X	..	X	
University of Illinois, Urbana.....	Co.	X	X	X	X	X	X	..	X	X	X	X	X		
Wheaton College, Wheaton.....	Co.	..	..	X		..	..	..	..	..	..	..	..		
<b>INDIANA</b>															
†Ball State Teachers College, Muncie	Co.	..	..	X		..	..	..	..	..	..	..	..		
De Pauw University, Greencastle..	Co.	..	..	X		..	..	..	..	..	..	..	..		

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	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>INDIANA (Cont'd)</b>															
†Earlham College, Richmond.....	Co.	..	..	X											
Franklin College, Franklin.....	Co.	..	..	X											
Hanover College, Hanover.....	Co.	..	..	X											
†Indiana State Teachers College, Terre Haute.....	Co.	..	..	X											
Indiana University, Bloomington..	Co.	..	..	X	X	X	..	..	X	X	..	X			
Indianapolis College of Pharmacy, Indianapolis.....	M.	..	..										X		
†Indiana Veterinary College, Indian- apolis.....															X
Purdue University, Lafayette.....	Co.	X	..	X			X	X	..	..	..		X		
Rose Polytechnic Institute, Terre Haute.....	M.	..	..	X			X								
St. Mary's College, Notre Dame...	W.	..	..	X											
St. Mary of the Woods College, St. Mary of the Woods.....	W.	..	..	X											
†Terre Haute Veterinary College, Terre Haute.....															X
University of Notre Dame, Notre Dame.....	M.	..	X	X			X	..	..	X	..		X		
Valparaiso University, Valparaiso..	Co.	..	..	X			X								
Wabash College, Crawfordsville...	M.	..	..	X											
<b>IOWA</b>															
Coe College, Cedar Rapids.....	Co.	..	..	X											
†Columbia College, Dubuque.....	M.	..	..	X											
Cornell College, Mount Vernon...	Co.	..	..	X											
Des Moines University, Des Moines...	Co.	..	..										X		
Drake University, Des Moines...	Co.	..	..	X						X				X	
Grinnell College, Grinnell.....	Co.	..	..	X											
Iowa State College of Agriculture and Mechanic Arts, Ames.....	Co.	X	..	X			X	X	..	..	..				X
Iowa State Teachers College, Cedar Falls.....	Co.	..	..	X											
Luther College, Decorah.....	M.	..	..	X											
Morningside College, Sioux City..	Co.	..	..	X											
†Mt. St. Joseph College, Dubuque..	W.	..	..	X											
Parsons College, Fairfield.....	Co.	..	..	X											
Penn College, Oskaloosa.....	Co.	..	..	X											
St. Ambrose College, Davenport..	M.	..	..	X											
Simpson College, Indianola.....	Co.	..	..	X											
State University of Iowa, Iowa City	Co.	..	..	X	X	X	X	..	X	X	..	X	X		
University of Dubuque, Dubuque..	Co.	..	..	X											

†Not on the current list of institutions accredited by the Bureau of Immigration.

	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>KANSAS</b>															
Baker University, Baldwin.....	Co.	...	...	X											
College of Emporia, Emporia.....	Co.	...	...	X											
Friends University, Wichita.....	Co.	...	...	X											
Kansas State Agricultural College, Manhattan.....	Co.	X	X	X			X		X						X
Kansas State Teachers College of Emporia, Emporia.....	Co.	...	...	X											
†Kansas State Teachers College, Hays.....	Co.	...	...	X											
†Kansas State Teachers College, Pittsburg.....	Co.	...	...	X											
Municipal University of Wichita, Wichita.....	Co.	...	...	X			X								
Ottawa University, Ottawa.....	Co.	...	...	X											
St. Benedict's College, Atchison...	M.	...	...	X										X	
St. Mary's College, St. Mary's....	M.	...	...	X											
Southwestern College, Winfield....	Co.	...	...	X											
Sterling College, Sterling.....	Co.	...	...	X											
University of Kansas, Lawrence...	Co.	...	X	X	X		X		X	X		X	X		
Washburn College, Topeka.....	Co.	...	...	X					X	X					
<b>KENTUCKY</b>															
Berea College, Berea.....	Co.	...	...	X											
Centre College of Kentucky, Dan- ville.....	M.	...	...	X											
Georgetown College, Georgetown..	Co.	...	...	X											
†Louisville College of Pharmacy, Louisville.....	Co.	...	...										X		
Southern Baptist Theological Sem- inary, Louisville.....	M.	...	...											X	
Transylvania College, Lexington..	Co.	...	...	X											
University of Kentucky, Lexington	Co.	X	...	X	X		X			X					
University of Louisville, Louisville.	Co.	...	...	X		X	X					X			
<b>LOUISIANA</b>															
Centenary College of Louisiana, Shreveport.....	Co.	...	...	X											
†Louisiana College, Pineville.....	Co.	...	...	X											
†Louisiana Polytechnic Institute, Ruston.....	Co.	...	...	X			X								
Louisiana State University, Baton Rouge.....	Co.	X	...	X			X	X	X	X					
Loyola University, New Orleans...	M.	...	...	X		X							X		

†Not on the current list of institutions accredited by the Bureau of Immigration.

	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>LOUISIANA (<i>Cont'd</i>)</b>															
†Newcomb College, New Orleans...	W.	...	×												
†Southwestern Louisiana Institute, Lafayette .....	Co.	...	×												
Tulane University of Louisiana, New Orleans.....	Co.	...	×	×	..	×	..	×	×	×	×	×	×		
<b>MAINE</b>															
Bates College, Lewiston.....	Co.	...	×												
Bowdoin College, Brunswick.....	M.	...	×												
Colby College, Waterville.....	Co.	...	×												
University of Maine, Orono.....	Co.	×	×	×	...	×	×								
<b>MARYLAND</b>															
†College of Notre Dame of Maryland, Baltimore.....	W.	...	×												
†Goucher College, Baltimore.....	W.	...	×												
Hood College, Frederick.....	W.	...	×												
Johns Hopkins University, Baltimore.....	Co.	...	×	...	×	...	×	...	...	...	×	×			
Morgan College (Colored), Baltimore.....	Co.	...	×												
†Mt. St. Mary's College, Emmitsburg.....	M.	...	×												
St. John's College, Annapolis.....	M.	...	×												
St. Joseph's College, Emmitsburg..	W.	...	×												
University of Maryland, College Park.....	Co.	×	×	...	×	×	...	×	×	×	×	×	×		
†Washington College, Chestertown.	Co.	...	×												
†Western Maryland College, Westminster.....	Co.	...	×												
<b>MASSACHUSETTS</b>															
Amherst College, Amherst.....	M.	...	×												
†Boston College, Boston.....	M.	...	×												
Boston University, Boston.....	Co.	...	×	×	...	...	...	...	×	×	×	×	×		
Clark University, Worcester.....	Co.	...	×												
Episcopal Theological School, Cambridge.....	M.	...	×	×	×	×	×	×	×	×	×	×	×	×	
Harvard University, Cambridge...	M.	...	×	×	×	×	×	×	×	×	×	×	×	×	
Holy Cross College, Worcester...	M.	...	×												
International Y. M. C. A. College, Springfield.....	M.	...	×												

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	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>MASSACHUSETTS (Cont'd)</b>															
Lowell Textile School, Lowell.....	Co.	..	..	..	..	..	×								
Massachusetts Agricultural College, Amherst.....	Co.	×	..	×											
Massachusetts College of Pharmacy, Boston.....	Co.	..	..	..	..	..							×		
Massachusetts Institute of Technology, Cambridge.....	Co.	×	×	×	..	..	×								
Mount Holyoke College, South Hadley.....	W.	..	..	×											
Northeastern University, Boston..	Co.	..	..	..	..	..	×								
Radcliffe College, Cambridge.....	W.	..	..	×											
Simmons College, Boston.....	W.	..	..	×							×				
Smith College, Northampton.....	W.	..	..	×											
Tufts College, Tufts College.....	Co.	..	..	×	..	×	×					×	..	×	
Wellesley College, Wellesley.....	W.	..	..	×											
Wheaton College, Norton.....	W.	..	..	×											
Williams College, Williamstown...	M.	..	..	×											
Worcester Polytechnic Institute, Worcester.....	M.	..	..	×	..	..	×								
<b>MICHIGAN</b>															
Albion College, Albion.....	Co.	..	..	×											
Alma College, Alma.....	Co.	..	..	×											
Battle Creek College, Battle Creek	Co.	..	..	×											
Calvin College, Grand Rapids.....	Co.	..	..	×											
College of the City of Detroit, Detroit.....	Co.	..	..	×	..	..	×						×		
Detroit College of Medicine and Surgery.....	Co.	..	..	..	..	..						×			
Hillsdale College of Michigan, Hillsdale.....	Co.	..	..	×											
Hope College, Holland.....	Co.	..	..	×											
Kalamazoo College, Kalamazoo...	Co.	..	..	×											
†Marygrove College, Detroit.....	W.	..	..	×											
Michigan College of Mining and Technology, Houghton.....	M.	..	..	×	..	..	×								
Michigan State College of Agriculture and Applied Science, East Lansing.....	Co.	×	..	×	..	..	×	×							×
Michigan State Normal College, Ypsilanti.....	Co.	..	..	×											

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	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>MICHIGAN (Cont'd)</b>															
Michigan State Normal School (Central), Mount Pleasant.....	Co.	..	..	X											
Michigan State Normal School (Western), Kalamazoo.....	Co.	..	..	X											
Northern State Normal School, Marquette.....	Co.	..	..	X											
University of Detroit, Detroit.....	Co.	..	..	X			X								
University of Michigan, Ann Arbor	Co.	..	X	X	X	X	X	X	X	X	X	X	X		
<b>MINNESOTA</b>															
Carleton College, Northfield.....	Co.	..	..	X											
College of St. Catherine, St. Paul...	W.	..	..	X											
College of St. Teresa, Winona.....	W.	..	..	X											
College of St. Thomas, St. Paul....	M.	..	..	X											
Concordia College, Moorhead.....	Co.	..	..	X											
Gustavus Adolphus College, St. Peter.....	Co.	..	..	X											
Hamline University, St. Paul.....	Co.	..	..	X											
Macalester College, St. Paul.....	Co.	..	..	X											
St. Olaf College, Northfield.....	Co.	..	..	X											
University of Minnesota, Minneapolis.....	Co.	X	X	X	X	X	X	X	X	X	..	X	X		
<b>MISSISSIPPI</b>															
†Blue Mountain College, Blue Mountain.....	W.	..	..	X											
Millsaps College, Jackson.....	Co.	..	..	X											
†Mississippi Agricultural and Mechanical College, A. and M. College.....	M.	X	..	X	..	..	X								
Mississippi College, Clinton.....	M.	..	..	X											
†Mississippi State College for Women, Columbus.....	W.	..	..	X											
†Mississippi Woman's College, Hattiesburg.....	W.	..	..	X											
†University of Mississippi, University.....	Co.	..	..	X	..	..	X	..	..	X	..	X <sup>1</sup>	X		
<b>MISSOURI</b>															
Central College, Fayette.....	Co.	..	..	X											
Concordia Theological Seminary, St. Louis.....	M.	..	..	..	..	..	..	..	..	..	..	..	..	X	
Culver-Stockton College, Canton..	Co.	..	..	X											

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<sup>1</sup>Gives only first two years of medical course.

	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>MISSOURI (Cont'd)</b>															
Drury College, Springfield.....	Co.	...	...	X											
Eden Theological Seminary of the Evangelical Church of North America, Webster Grove.....	M.	...	...												X
†Kansas City College of Pharmacy, Kansas City.....	Co.	...	...										X		
†Kansas City-Western Dental Col- lege, Kansas City.....	Co.	...	...			X									
Lindenwood College, St. Charles..	W.	...	...	X											
†Missouri State Teachers College (Central), Warrensburg.....	Co.	...	...	X											
Missouri State Teachers College (Northeast), Kirksville.....	Co.	...	...	X											
Missouri State Teachers College (Northwest), Maryville.....	Co.	...	...	X											
†Missouri State Teachers College (Southeast), Cape Girardeau....	Co.	...	...	X											
†Missouri State Teachers College (Southwest), Springfield.....	Co.	...	...	X											
†Missouri Valley College, Marshall. Park College, Parkville.....	Co.	...	...	X											
†St. Louis College of Pharmacy, St. Louis.....	Co.	...	...											X	
†St. Louis Library School, Public Library, St. Louis.....	Co.	...	...								X				
St. Louis University, St. Louis....	Co.	...	...	X		X				X		X			X
†Tarkio College, Tarkio.....	Co.	...	...	X						X					
University of Missouri, Columbia.	Co.	X	X	X	X	X	X		X	X	X	X <sup>1</sup>			
Washington University, St. Louis..	Co.	...	X	X	X	X	X		X	X	X	X			
†Webster College for Women, Web- ster Grove.....	W.	...	...	X											
†Westminster College, Fulton.....	M.	...	...	X											
William Jewell College, Liberty...	Co.	...	...	X											
<b>MONTANA</b>															
Montana State College of Agricul- ture and Mechanic Arts, Boze- man.....	Co.	X	...	X	...	...	X								
†Montana State School of Mines, Butte.....	Co.	...	...				X								
University of Montana, Missoula..	Co.	...	...	X	...	...		X	X	X	...		X		

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<b>NEBRASKA</b>															
Creighton University, Omaha.....	Co.	..	..	X	..	X	..	..	..	X	..	X	X		
Doane College, Crete.....	Co.	..	..	X	..		..	..	..		..				
Hastings College, Hastings.....	Co.	..	..	X	..		..	..	..		..				
†Nebraska Wesleyan University, Lincoln.....	Co.	..	..	X	..		..	..	..		..				
University of Nebraska, Lincoln...	Co.	X	..	X	X	X	X	..	X	X	..	X			
<b>NEVADA</b>															
University of Nevada, Reno.....	Co.	X	..	X	..	..	X								
<b>NEW HAMPSHIRE</b>															
Dartmouth College, Hanover.....	M.	..	..	X	X	..	X	..	..	..	..	X <sup>1</sup>			
University of New Hampshire, Durham.....	Co.	X	..	X	..	..	X	X							
<b>NEW JERSEY</b>															
Bloomfield Theological Seminary, Bloomfield.....	M.	..	..	..	..	..	..	..	..	..	..	..	..	X	
College of St. Elizabeth, Convent Station.....	W.	..	..	X	..	..	..	..	..	..	..	..	..		
Drew University, Madison.....	Co.	..	..	..	..	..	..	..	..	..	..	..	..	X	
Georgian Court College, Lakewood	W.	..	..	X	..	..	..	..	..	..	..	..	..		
Princeton Theological Seminary of the Presbyterian Church.....	M.	..	..	..	..	..	..	..	..	..	..	..	..	X	
Princeton University, Princeton...	M.	..	X	X	..	..	X	..	..	..	..	..	..		
Rutgers College, New Brunswick..	Co.	X	..	X	..	..	X	..	..	..	X	..	X		
Stevens Institute of Technology, Hoboken.....	M.	..	..	X	..	..	X	..	..	..	..	..	..		
Theological Seminary of the Reformed Church in America, New Brunswick.....	M.	..	..	..	..	..	..	..	..	..	..	..	..	X	
<b>NEW MEXICO</b>															
†New Mexico College of Agriculture and Mechanic Arts, State College	Co.	X	..	X	..	..	X	..	..	..	..	..	..		
New Mexico School of Mines, Socorro.....	Co.	..	..	..	..	..	X	..	..	..	..	..	..		
State University of New Mexico, Albuquerque.....	Co.	..	..	X	..	..	X	..	..	..	..	..	..		

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NEW YORK															
Adelphi College, Brooklyn.....	W.			X											
†Albany Medical College, Albany...												X			
Alfred University, Alfred.....	Co.			X											
Auburn Theological Seminary, Auburn.....	M.														X
Barnard College, New York City..	W.			X											
†Brooklyn College of Pharmacy, Brooklyn.....	Co.												X		
Canisius College, Buffalo.....	M.			X											
Clarkson School of Technology, Potsdam.....	M.			X			X								
Colgate-Rochester Divinity School, Rochester.....	M.													X	
Colgate University, Hamilton.....	M.			X											
†College of Mount Saint Vincent on the Hudson, New York City....	W.			X											
College of New Rochelle, New Rochelle.....	W.			X											
†College of the City of New York, New York City.....	M.			X			X								
College of the Sacred Heart, New York City.....	W.			X											
†College of St. Rose, Albany.....	W.			X											
Columbia University, New York City.....	Co.	X	X	X	X	X	X	X	X	X	X	X	X		X
Cornell University, Ithaca.....	Co.	X	X	X			X	X	X	X	X	X			
†D'Youville College, Buffalo.....	W.			X											
Elmira College, Elmira.....	W.			X											
Fordham University, Fordham....	Co.			X									X		
General Theological Seminary of the Protestant Episcopal Church, New York City.....	M.													X	
Hamilton College, Clinton.....	M.			X											
Hobart College, Geneva.....	M.			X											
†Hunter College, New York City...	W.			X											
Jewish Theological Seminary of America, New York City.....	M.													X	
Keuka College, Keuka Park.....	Co.			X											
Long Island College Hospital, Brooklyn.....	Co.										X				
Manhattan College, New York....	M.			X			X								
Marymount College, Tarrytown-on-Hudson.....	W.			X											

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	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>NEW YORK (Cont'd)</b>															
New York Homeopathic Medical College and Flower Hospital, New York.....	Co.	..	..	..	..	..	..	..	..	..	..	×			
New York University, New York..	Co.	..	×	×	×	×	×					×			
Niagara University, Niagara.....	M.	..	×	×											
Polytechnic Institute of Brooklyn..	M.	..	×	..	..	×									
Pratt Institute, Brooklyn.....	W.	..	..	..	..	..					×				
Rensselaer Polytechnic Institute, Troy.....	M.	..	×	..	..	×									
†Russell Sage College, Troy.....	Co.	..	×	..	..										
St. Bonaventure's College and Seminary, St. Bonaventure.....	M.	..	×	..	..										
St. John's College, Brooklyn.....	M.	..	×	..	..								×		
St. Joseph's College for Women, Brooklyn.....	W.	..	×	..	..										
St. Lawrence University, Canton..	Co.	..	×	..	..										
St. Stephen's College, Annandale..	M.	..	×	..	..										
Skidmore College, Saratoga Springs	W.	..	×	..	..										
Syracuse University, Syracuse.....	Co.	..	×	×	×	..	×	×	×	×	×	×			
Union College, Schenectady.....	M.	..	×	..	..	×		×	×	×	×		×		
Union Theological Seminary, New York.....	Co.	..	..	..	..	..	..	..	..	..	..	..		×	
†University and Bellevue Hospital Medical College, New York City	..	..	..	..	..	..	..	..	..	..	..	×			
University of Buffalo, Buffalo.....	Co.	..	×	×	×							×	×		
University of Rochester, Rochester	Co.	..	×	..	..	..	..	..	..	..	×				
Vassar College, Poughkeepsie.....	W.	..	×	..	..										
Wells College, Aurora.....	W.	..	×	..	..										
†William Smith College, Geneva... W.	..	..	×	..	..										
<b>NORTH CAROLINA</b>															
†Catawba College, Salisbury.....	Co.	..	×	..	..										
Davidson College, Davidson.....	M.	..	×	..	..										
Duke University, Durham.....	Co.	..	×	..	..	×						×		×	
Elon College, Elon.....	Co.	..	×	..	..										
Greensboro College, Greensboro...	W.	..	×	..	..										
Guilford College, Guilford College.	Co.	..	×	..	..										
Lenoir-Rhyne College, Hickory....	Co.	..	×	..	..										
†Meredith College, Raleigh.....	W.	..	×	..	..										
North Carolina College for Women, Greensboro.....	W.	..	×	..	..										

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	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>NORTH CAROLINA (Cont'd)</b>															
North Carolina State College of Agriculture and Engineering, Raleigh	Co.	×	..	×	..	..	×	×							
Salem College, Winston-Salem....	W.	..	..	×											
University of North Carolina, Chapel Hill.....	Co.	..	..	×	×	..	×			×	..	×	<sup>1</sup>	×	
Wake Forest College, Wake Forest	M.	..	..	×	..	..	..	..	..	..	..	×	<sup>1</sup>		
<b>NORTH DAKOTA</b>															
†Jamestown College, Jamestown...	Co.	..	..	×											
†North Dakota Agricultural College, Agricultural College.....	Co.	×	..	×	..	..	×							×	
University of North Dakota, Grand Forks.....	Co.	..	..	×	×	..	×	..	..	×	..	×	<sup>1</sup>		
<b>OHIO</b>															
Antioch College, Yellow Springs...	Co.	..	..	×											
Ashland College, Ashland.....	Co.	..	..	×											
Baldwin Wallace College, Berea...	Co.	..	..	×											
Capital University, Columbus.....	Co.	..	..	×											
Case School of Applied Science, Cleveland.....	M.	..	..	×	..	..	×								
†Cincinnati College of Dental Surgery, Cincinnati.....	Co.	..	..	..	..	×									
Cincinnati College of Pharmacy, Cincinnati.....	Co.	..	..	..	..	..	..							×	
College of Wooster, Wooster.....	Co.	..	..	×											
Denison University, Granville.....	Co.	..	..	×											
Heidelberg College, Tiffin.....	Co.	..	..	×											
Hiram College, Hiram.....	Co.	..	..	×											
John Carroll University, Cleveland	M.	..	..	×											
Kenyon College, Gambier.....	M.	..	..	×											
Lake Erie College, Painesville.....	W.	..	..	×											
Marietta College, Marietta.....	Co.	..	..	×											
Miami University, Oxford.....	Co.	..	..	×											
Mt. Union College, Alliance.....	Co.	..	..	×											
Municipal University of Akron, Akron.....	Co.	..	..	×	..	..	×								
Muskingum College, New Concord	Co.	..	..	×											
Oberlin College, Oberlin.....	Co.	..	..	×	..	..	..	..	×	×	..	×	..	×	
Ohio State University, Columbus..	Co.	×	×	×	×	×	×	..	×	×	..	×	..	×	×
Ohio University, Athens.....	Co.	..	..	×											
Ohio Wesleyan University, Delaware	Co.	..	..	×											
Otterbein University, Westerville..	Co.	..	..	×											

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	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>OHIO (Cont'd)</b>															
†St. Xavier College, Cincinnati....	Co.	...	...	X											
University of Cincinnati, Cincinnati.....	Co.	...	...	X	X	...	X	...	...	X	...	X			
University of the City of Toledo, Toledo.....	Co.	...	...	X		...	...	...	...		...		X		
University of Dayton, Dayton....	M.	...	...	X											
Western College for Women, Oxford	W.	...	...	X											
Western Reserve University, Cleveland.....	Co.	...	...	X	...	X	...	...	...	X	X	X	X		
Wittenberg College, Springfield...	Co.	...	...	X											
<b>OKLAHOMA</b>															
Oklahoma Agricultural and Mechanical College, Stillwater....	Co.	X	...	X	...	...	X								
†Oklahoma College for Women, Chickasha.....	W.	...	...	X											
Phillips University, East Enid....	Co.	...	...	X											
University of Oklahoma, Norman..	Co.	...	...	X	X	...	X	...	X	X	...	X			
University of Tulsa, Tulsa.....	Co.	...	...	X	...	...	X								
<b>OREGON</b>															
Lindfield College, McMinville....	Co.	...	...	X											
North Pacific College, Portland...	Co.	...	...			X	...	...	...		...		X		
Oregon State Agricultural College, Corvallis.....	Co.	X	...	X	...	...	X	X	...	...	...		X		
Reed College, Portland.....	Co.	...	...	X											
University of Oregon, Eugene....	Co.	...	X	X	X	...	...	...	X	X	...	X			
Willamette University, Salem....	Co.	...	...	X											
<b>PENNSYLVANIA</b>															
†Albright College, Reading.....	Co.	...	...	X											
†Allegheny College, Meadville....	Co.	...	...	X											
Bryn Mawr College, Bryn Mawr..	W.	...	...	X											
Bucknell University, Lewisburg...	Co.	...	...	X	...	...	X								
Carnegie Institute of Technology, Pittsburgh.....	Co.	...	X	X	...	...	X	...	...	...	X				
†Dickinson College, Carlisle.....	Co.	...	...	X											
Drexel Institute, Philadelphia....	Co.	...	...	X	...	...	X	...	...	...	X				
Duquesne University, Pittsburgh..	Co.	...	...		...	...	...	...	...	...	...		X		
Franklin and Marshall College, Lancaster.....	M.	...	...	X											
Geneva College, Beaver Falls....	Co.	...	...	X											
Gettysburg College, Gettysburg...	Co.	...	...	X	...	...	X								

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<b>PENNSYLVANIA (Cont'd)</b>															
Grove City College, Grove City...	Co.	...	...	×											
Hahnemann Medical College and Hospital, Philadelphia.....	M.	...	...									×			
Haverford College, Haverford....	M.	...	×												
†Immaculata College, Immaculata..	W.	...	×												
†Jefferson Medical College of Philadelphia, Philadelphia.....	M.	...										×			
†Juniata College, Huntingdon.....	Co.	...	×												
LaFayette College, Easton.....	M.	...	×			×									
Lebanon Valley College, Annville..	Co.	...	×												
Lehigh University, Bethlehem....	M.	...	×			×									
Lincoln University (Colored), Lincoln University.....	M.	...	×												×
Lutheran Theological Seminary, Philadelphia.....	M.	...												×	
Marywood College, Scranton.....	W.	...	×												
Moravian College and Theological Seminary, Bethlehem.....	M.	...	×											×	
Muhlenburg College, Allentown...	M.	...	×												
Pennsylvania College for Women, Pittsburgh.....	W.	...	×												
Pennsylvania State College, State College.....	Co.	×	×	×		×	×	×							
Philadelphia College of Pharmacy and Science, Philadelphia.....	Co.	...											×		
†St. Joseph College, Philadelphia...	M.	...	×												
St. Thomas College, Scranton.....	M.	...	×												
St. Vincent College, Beatty.....	M.	...	×												
Seton Hill College, Greensburg....	W.	...	×												
Swarthmore College, Swarthmore..	Co.	...	×			×									
Temple University, Philadelphia...	Co.	...	×		×							×	×	×	
Theological Seminary of the Reformed Church in the United States, Lancaster.....	M.	...												×	
Thiel College, Greenville.....	Co.	...	×												
University of Pennsylvania, Philadelphia.....	Co.	...	×	×	×	×			×		×				×
University of Pittsburgh, Pittsburgh.....	Co.	...	×	×	×	×			×		×		×		
Ursinus College, Collegeville.....	Co.	...	×												
Villanova College, Villanova.....	M.	...	×			×									
†Washington and Jefferson College, Washington.....	M.	...	×												

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PENNSYLVANIA ( <i>Cont'd</i> )															
†Westminster College, New Wilmington.....	Co.	...	...	X											
Wilson College, Chambersburg....	W.	...	...	X											
Women's Medical College of Pennsylvania, Philadelphia.....	W.	...	...									X			
RHODE ISLAND															
Brown University, Providence....	Co.	...	...	X			X								
†Pembroke College, Providence....	W.	...	...	X											
†Rhode Island College of Pharmacy and Allied Science, Providence...		...	...											X	
†Rhode Island State College, Kingston.....	Co.	X	...	X			X								
SOUTH CAROLINA															
Clemson Agricultural College, Clemson.....	M.	X	...	X			X								
Coker College, Hartsville.....	W.	...	...	X											
†College of Charleston, Charleston..	Co.	...	...	X											
†Converse College, Spartanburg....	W.	...	...	X											
†Erskine College, Due West.....	Co.	...	...	X											
Furman University, Greenville....	M.	...	...	X											
†Limestone College, Gaffney.....	W.	...	...	X											
Medical College of the State of South Carolina, Charleston....	Co.	...	...									X	X		
†Presbyterian College of South Carolina, Clinton.....	M.	...	...	X											
The Citadel, Military College, Charleston.....	M.	...	...	X			X								
University of South Carolina, Columbia.....	Co.	...	...	X			X			X					
Winthrop College, Rock Hill.....	W.	...	...	X											
Wofford College, Spartanburg....	M.	...	...	X											
SOUTH DAKOTA															
Dakota Wesleyan University, Mitchell.....	Co.	...	...	X											
Huron College, Huron.....	Co.	...	...	X											
South Dakota State College of Agriculture and Mechanic Arts, Brookings.....	Co.	X	...	X			X						X		
South Dakota State School of Mines, Rapid City.....	Co.	...	...	X			X								

†Not on the current list of institutions accredited by the Bureau of Immigration.



	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>SOUTH DAKOTA (Cont'd)</b>															
University of South Dakota, Vermillion.....	Co.	..	..	X	..	..	X	..	..	X	..	X <sup>1</sup>			
Yankton College, Yankton.....	Co.	..	..	X	..	..		..	..	X	..				
<b>TENNESSEE</b>															
†Carson and Newman College, Jefferson City.....	Co.	..	..	X	..	..		..	..		..				
George Peabody College for Teachers, Nashville.....	Co.	..	..	X	..	..		..	..		..				
Maryville College, Maryville.....	Co.	..	..	X	..	..		..	..		..				
Meharry Medical College (Colored), Nashville.....	Co.	..	..		..	X	..	..	..	..	..	X	X		
†Southwestern, Memphis.....	Co.	..	..	X	..			..	..		..				
Tusculum College, Greenville.....	Co.	..	..	X	..			..	..		..				
University of Chattanooga, Chattanooga.....	Co.	..	..	X	..			..	..		..				
†University of Tennessee, Knoxville	Co.	X	..	X	..	X	X	..	..	X	..	X	X		
University of the South, Sewanee..	M.	..	..	X	..			..	..		..				
Vanderbilt University, Nashville..	Co.	..	..	X	..	..	X	..	..	X	..	X	..	X	
<b>TEXAS</b>															
Agricultural and Mechanical College of Texas, College Station..	M.	X	..	X	..	..	X	..	..						
Baylor College for Women, Belton.	W.	..	..	X	..	..		..	..						
Baylor University, Waco.....	Co.	..	..	X	..	..		..	..		..	X	X		
College of Industrial Arts, Denton.	W.	..	..	X	..	..		..	..		..				
Incarinate Word College, San Antonio.....	W.	..	..	X	..	..		..	..		..				
Our Lady of the Lake College, San Antonio.....	W.	..	..	X	..	..		..	..		..				
Rice Institute, Houston.....	Co.	..	..	X	..	..	X	..	..		..				
Simmons University, Abilene.....	Co.	..	..	X	..	..		..	..		..				
Southern Methodist University, Dallas.....	Co.	..	..	X	X	..	X	..	..	X	..	..	..	X	
Southwestern University, Georgetown.....	Co.	..	..	X	..	..		..	..		..				
Texas Christian University, Fort Worth.....	Co.	..	..	X	..	..		..	..		..			X	
Texas Technological College, Lubbock.....	Co.	..	..	X	..	..	X	..	..		..				
Trinity University, Waxahachie...	Co.	..	..	X	..	..		..	..		..				
University of Texas, Austin.....	Co.	..	X	X	X	..	X	..	X	X	..	X	X		

†Not on the current list of institutions accredited by the Bureau of Immigration.

<sup>1</sup>Gives only first two years of the medical course.



	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>UTAH</b>															
Brigham Young University, Provo.	Co.	...	...	×											
Utah State Agricultural College, Logan	Co.	×	...	×	...	×	×	×							
University of Utah, Salt Lake City	Co.	...	...	×	...	×	×	...	...	×	...	×	<sup>1</sup>		
<b>VERMONT</b>															
Middlebury College, Middlebury..	Co.	...	...	×											
†University of Vermont, Burlington	Co.	×	...	×	...	×	×	...	...	...	...	×			
<b>VIRGINIA</b>															
†Bridgewater College, Bridgewater.	Co.	...	...	×											
College of William and Mary, Williamsburg	Co.	...	...	×											
Emory and Henry College, Emory	Co.	...	...	×											
Hampden-Sidney College, Hampden-Sidney	M.	...	...	×											
Hampton Institute (Colored), Hampton	Co.	...	...								×				
Lynchburg College, Lynchburg....	Co.	...	...	×											
†Medical College of Virginia, Richmond	Co.	...	...			×	...	...	...	...	...	×	×		
Randolph-Macon College for Men, Ashland	M.	...	...	×											
Randolph-Macon Woman's College, Lynchburg	W.	...	...	×											
Roanoke College, Salem	M.	...	...	×											
Sweet Briar College, Sweet Briar..	W.	...	...	×											
University of Richmond, Richmond	Co.	...	...	×											
University of Virginia, Charlottesville	Co. <sup>2</sup>	...	...	×	×	...	×	...	...	×	...	×			
Virginia Military Institute, Lexington	M.	...	...	×			×								
Virginia Polytechnic Institute, Blacksburg	M.	×	...	×	...		×								
Washington and Lee University, Lexington	M.	...	...	×	×	...	×	...	×	×					
<b>WASHINGTON</b>															
College of Puget Sound, Tacoma..	Co.	...	...	×											
Gonzaga University, Spokane....	Co.	...	...	×											
State College of Washington, Pullman	Co.	×	...	×	...	×	×	...	...	...	...	×	×		×

†Not on the current list of institutions accredited by the Bureau of Immigration.

<sup>1</sup>Gives only two years of the medical course.<sup>2</sup>Women admitted only to graduate and professional courses.

	Co-ed, Men, Women	Agriculture	Architecture	Arts and Sciences	Commerce	Dentistry	Engineering	Forestry	Journalism	Law	Library	Medicine	Pharmacy	Theology	Veterinary Medicine
<b>WASHINGTON (Cont'd)</b>															
University of Washington, Seattle..	Co.	..	X	X	X	..	X	X	X	X	X	..	X		
Whitman College, Walla Walla....	Co.	..	..	X											
<b>WEST VIRGINIA</b>															
Bethany College, Bethany.....	Co.	..	..	X											
Marshall College, Huntington.....	Co.	..	..	X											
†West Virginia Collegiate Institute, Institute.....	Co.	..	..	X											
West Virginia University, Morgan- town.....	Co.	X	..	X	..	..	X	..	..	X	..	X <sup>1</sup>	X		
West Virginia Wesleyan College, Buckhannon.....	Co.	..	..	X											
<b>WISCONSIN</b>															
Beloit College, Beloit.....	Co.	..	..	X											
Carroll College, Waukesha.....	Co.	..	..	X											
Lawrence College, Appleton.....	Co.	..	..	X											
Marquette University, Milwaukee.	Co.	..	..	X	X	X	X	..	..	X	..	X			
Milwaukee-Downer College, Mil- waukee.....	W.	..	..	X											
Ripon College, Ripon.....	Co.	..	..	X											
†St. Mary's College, Prairie du Chien	W.	..	..	X											
University of Wisconsin, Madison..	Co.	X	..	X	X	..	X	..	X	X	X	X	X		
†Wisconsin State Teachers College, La Crosse.....	Co.	..	..	X											
†Wisconsin State Teachers College, Oshkosh.....	Co.	..	..	X											
<b>WYOMING</b>															
University of Wyoming, Laramie..	Co.	X	..	X	..	..	X	..	..	X					

†Not on the current list of institutions accredited by the Bureau of Immigration.

<sup>1</sup>Gives only first two years of medical course.



DELAWARE														
University of Delaware, Newark.....														
DISTRICT OF COLUMBIA														
Catholic University of America, Washington.....														
George Washington University, Washington.....														
Howard University (Colored), Washington.....														
FLORIDA														
University of Florida, Gainesville.....														
GEORGIA														
Georgia School of Technology, Atlanta.....														
University of Georgia, Athens.....														
IDAHO														
University of Idaho, Moscow.....														
ILLINOIS														
Armour Institute of Technology, Chicago.....														
Bradley Polytechnic Institute, Peoria.....														
James Milliken University, Decatur.....														
Lewis Institute, Chicago.....														
Northwestern University, Evanston.....														
University of Illinois, Urbana.....														
INDIANA														
Purdue University, Lafayette.....														
Rose Polytechnic Institute, Terre Haute.....														
University of Notre Dame, Notre Dame.....														
Valparaiso University, Valparaiso.....														

\*Has four-year courses leading to a degree in aeronautical engineering.









NORTH CAROLINA									
Duke University, Durham.....									
North Carolina State College of Agriculture and Engineering, Raleigh.....	X	X	X	X	X	X	X	X	X
University of North Carolina, Chapel Hill.....									
NORTH DAKOTA									
North Dakota Agricultural College.....									
University of North Dakota, Grand Forks.....									
OHIO									
Case School of Applied Science, Cleveland.....									
Municipal University of Akron, Akron.....									
Ohio State University, Columbus.....	X	X	X	X	X	X	X	X	X
University of Cincinnati, Cincinnati.....	X	X	X	X	X	X	X	X	X
OKLAHOMA									
Oklahoma Agricultural and Mechanical College, Stillwater.....									
University of Oklahoma, Norman.....	X	X	X	X	X	X	X	X	X
University of Tulsa, Tulsa.....									
OREGON									
Oregon Agricultural College, Corvallis.....	X	X	X	X	X	X	X	X	X
PENNSYLVANIA									
Bucknell University, Lewisburg.....									
Carnegie Institute of Technology, Pittsburgh.....	X	X	X	X	X	X	X	X	X
Drexel Institute, Philadelphia.....									
Gettysburg College, Gettysburg.....									
LaFayette College, Easton.....	X	X	X	X	X	X	X	X	X
Lehigh University, Bethlehem.....									
Pennsylvania State College, State College.....	X	X	X	X	X	X	X	X	X

\*Has four-year courses leading to a degree in aeronautical engineering.





104 DISTANCES IN MILES BETWEEN CITIES OF THE  
UNITED STATES BY LAND

Cities and States	New York	New Orleans	San Francisco
	Miles	Miles	Miles
Birmingham, Alabama . . . . .	990	355	2,520
Tucson, Arizona . . . . .	2,601	1,503	983
Little Rock, Arkansas . . . . .	1,290	456	2,237
San Francisco, California . . . . .	3,182	2,482	....
Denver, Colorado . . . . .	1,926	1,357	1,376
New Haven, Connecticut . . . . .	72	1,417	3,263
Newark, Delaware . . . . .	128	1,254	3,137
Washington, District of Columbia . . . . .	228	1,144	3,069
Gainesville, Florida . . . . .	1,068	616	3,098
Atlanta, Georgia . . . . .	876	496	2,810
Moscow, Idaho . . . . .	2,733	2,760	1,194
Chicago, Illinois . . . . .	912	920	2,279
Indianapolis, Indiana . . . . .	825	862	2,380
Iowa City, Iowa . . . . .	1,149	998	2,052
Lawrence, Kansas . . . . .	1,382	1,020	1,946
Lexington, Kentucky . . . . .	781	664	2,567
New Orleans, Louisiana . . . . .	1,345	....	2,482
Portland, Maine . . . . .	350	1,686	3,410
Baltimore, Maryland . . . . .	188	1,184	3,081
Boston, Massachusetts . . . . .	235	1,607	3,313
Ann Arbor, Michigan . . . . .	729	1,064	2,515
Minneapolis, Minnesota . . . . .	1,332	1,285	2,101
Jackson, Mississippi . . . . .	1,369	184	2,651
St. Louis, Missouri . . . . .	1,065	699	2,199
Missoula, Montana . . . . .	2,569	2,269	1,138
Lincoln, Nebraska . . . . .	1,463	2,089	1,928
Reno, Nevada . . . . .	2,939	2,725	243
Hanover, New Hampshire . . . . .	320	1,692	3,336
Princeton, New Jersey . . . . .	48	1,324	3,143
Albuquerque, New Mexico . . . . .	2,298	1,264	1,199
New York, New York . . . . .	....	1,372	3,191
Chapel Hill, North Carolina . . . . .	581	992	3,236
Bismarck, North Dakota . . . . .	1,767	1,720	1,866
Columbus, Ohio . . . . .	637	945	2,593
Norman, Oklahoma . . . . .	1,626	770	2,012
Portland, Oregon . . . . .	3,204	2,746	722
Philadelphia, Pennsylvania . . . . .	91	1,281	3,100
Providence, Rhode Island . . . . .	184	1,530	3,300
Charleston, South Carolina . . . . .	739	776	3,119
Vermillion, South Dakota . . . . .	1,457	1,208	1,856
Knoxville, Tennessee . . . . .	738	609	2,876
Austin, Texas . . . . .	1,979	528	1,993
Salt Lake City, Utah . . . . .	2,442	1,928	823
Burlington, Vermont . . . . .	301	1,673	3,248
Charlottesville, Virginia . . . . .	343	1,029	2,855
Seattle, Washington . . . . .	3,151	2,931	957
Morgantown, West Virginia . . . . .	489	1,097	2,792
Madison, Wisconsin . . . . .	1,041	1,041	2,361
Laramie, Wyoming . . . . .	1,680	1,524	1,213

Note: The cost of traveling from New York, New Orleans or San Francisco to any of the cities named can be estimated by multiplying the distance given in miles by four cents. This does not include Pullman reservation or cost of meals en route.

## INDEX

## INDEX

- Abiturientenzeugnis, Equivalent of German, 18
- Admission, Certificates of, 52
- Admission to colleges and universities, 13
  - To United States, 52
- Aeronautics, Study of, 21
- Agriculture, Study of, 22
- Angel Island, 52
- Architecture, Study of, 23
- Arrival in United States, 52
- Association of American Law Schools, 31
- Athletics, 45
  
- Baccalauréat, Equivalent of French, 18
- Bachelor's degree of American college, Equivalents of, 17, 18
- Bachelor's degree of Great Britain, 18
- Boarding facilities, 63
- Business Administration, Study of, 24
  
- Case method (in law), 31
- Certificate of Admission, 52
- Chi Phi fraternity, 46
- Chinese students, Societies interested in, 61
- Chinese Students' Alliance, 58
- Chinese Students' Christian Association, 59
- Clubs, Social, 45
- College, Comparison of, with European institutions, 9
  - Entrance requirements of, 13
  - Organization of, 6
  - Undergraduate, 11-15
- College Entrance Examination Board, 49, 50
- College Entrance Requirements, 13
  - Life, 45-48
- College students, Average age of, 11
- College year, Length of, 12
  
- Colleges and universities, List of accredited, 75
  - Selection of, 51
  - Women's, 39-44
- Commerce, Study of, 24
- Committee on Friendly Relations Among Foreign Students, 55
- Comparison of European and American institutions, 9
- Corda Fratres, 55
- Correspondence Courses, 37
- Cosmopolitan Clubs, Association of, 55
- Credit System, 14
  
- Degrees, American, 17
  - British, compared with American, 18
  - French, compared with American, 17
  - List of American, with abbreviations, 69-73
- Degrees Granted by Women's Colleges, 43
- Dentistry, Study of, 25
- Doctor's degree, 19
  
- Education, Study of, 26
- Education in United States, Democratic character of, 9
  - Postgraduate, 17-19
  - Pre-School, 4
  - Professional, 21-36
  - State systems of, 2
- Educational Institutions, Comparison of American, with European, 9
  - Denominational, 4
  - Municipal, 3
  - Private, 3
  - Technical, 7
- Ellis Island, 52
- Employment in United States, 67
- Engineering institutions, 96-103
- Engineering, Study of, 27

- English, Knowledge of, 49  
 Examinations, College Entrance Board, 49, 50  
 Expenses in colleges and universities, 63, 64  
     Women's Colleges, 41  
 Fellowships, 68  
 Filipino Students' Christian Movement, 60  
 Foreign Students, Arrival of, in United States, 52  
     Credentials of, 52  
     Finances of, 64  
     Organizations for, 55-62  
     Societies interested in, 61, 62  
 Forestry, Study of, 28-30  
 Fraternities, 45, 46  
  
 Graduate Standing, Requirements for, 17-19  
 Group System, 11  
  
 Harvard College, 6  
 Hazing, 48  
 Hindustan Association of America, 60  
 Holidays, College, 65  
 Home Study Courses, 37  
 Honor system, 12  
 Houses, International, 46, 47  
  
 Immigration regulations, 52, 53  
 Instruction, Method of, in American college, 8  
 International Confederation of Students, 58  
 International Houses, 46, 47  
 International Student Committee, 58  
  
 Japanese Students, Societies interested in, 61  
 Japanese Students' Christian Association, 59  
 Journalism, Study of, 30, 31  
  
 Kappa Alpha Fraternity, 46  
 Kindergartens, 4  
 Korean Student Federation, 60  
  
 Land-Grant Act, 22  
 Latin-American Students, Societies interested in, 61  
 Law, Study of, 31  
  
 Liberal Arts and Sciences, College of, 11-15  
 Library methods, Study of, 32  
 Licence, French, 17  
 Living conditions, 63-68  
 Loan Funds, 67  
 Loans in women's colleges, 41  
 Lodging facilities, 63  
  
 Master's degree, 19  
 Master's degree of Scottish universities, 18  
 Medicine, Study of, 32, 33  
 Menorah Societies, 47  
  
 National Russian Students' Christian Association, 60  
 National Student Federation of America, 58  
 Newman Clubs, 47  
 Non-quota Student, Employment opportunities for, 67  
     Status of, 67  
 Nursery Schools, 4  
  
 Organizations, Religious, 47  
  
 Pharmacy, Study of, 33  
 Phi Beta Kappa fraternity, 46  
 Physical education in women's colleges, 43  
 Points, Number of, required for a degree, 14  
 Preceptorial System, 11  
 Pre-School Education, 4  
 Protestant Academies, 4  
  
 Railroad fares in United States, 65, 66, 104  
 Roman Catholic Church, Educational System of, 4  
 Russian Students' Christian Association, 60  
  
 Scholarships, 68  
 Schools, Elementary, 5  
     Graduate, 17-19  
     Secondary, 5  
 Semesters, Length of, 12  
 Societies, Collegiate, 45-47  
 Sororities, 42  
 Status, Maintenance of, as non-quota student, 67  
 Student Aid, 66  
 Student Christian Association, 57, 58



- Student Government Association, 42  
Student self help, 66  
Student Volunteers, 56  
Students, Physical condition of, 13  
Students, Women, in American colleges, 39-44  
Summer Schools, 37  
Tau Beta Pi Fraternity, 46  
Technical Institutions, Rank of, 7  
Theology, Study of, 34-36  
Travel in United States, Opportunities for, 66  
Cost of, 65, 66, app.  
Travelers' Aid Society, 53  
United States, Arrival in, 52  
University, Organization of American, 8. See also COLLEGES AND UNIVERSITIES  
Vacations of college student, 65  
Veterinary Medicine, Study of, 36  
Visa, Method of obtaining, 51  
Women Students, 39-44  
Women's colleges, Degrees granted by, 43  
History of, 39, 40  
Admission to, 40  
Yale University, 6  
Young Men's Christian Association, 47, 48  
National Council of, 55

*Complete list of Bulletins issued heretofore by the Institute of International Education will be found on the following pages.*

## LIST OF BULLETINS

Following is a complete list of those published. Those marked with an asterisk (\*) are out of print. All others are available for distribution. The nominal charge indicated after each bulletin is intended to cover a portion of the cost of printing, packing and mailing.

### 1919

- \*Announcement of Founding of Institute.

### 1920

- Bulletin No. 1. First Annual Report of the Director.  
10 cents.
- \*Bulletin No. 2. For Administrative Authorities of Universities and Colleges.
- \*Bulletin No. 3. Observations on Higher Education in Europe.
- \*Opportunities for Higher Education in France.
- \*Opportunities for Graduate Study in the British Isles.

### 1921

- \*Bulletin No. 1. Second Annual Report of the Director.  
10 cents.
- Bulletin No. 2. Opportunities for Higher Education in Italy. 10 cents.
- \*Bulletin No. 3. Serials of an International Character.  
(Tentative List for Libraries.)
- \*Bulletin No. 4. Educational Facilities in the United States for South African Students.
- \*Bulletin No. 5. Guide Book for Foreign Students in the United States.

### 1922

- \*Bulletin No. 1. Third Annual Report of the Director.  
10 cents.
- \*Bulletin No. 2. Notes and News on International Educational Affairs.
- Bulletin No. 3. A bibliography on the United States for Foreign Students. 10 cents.
- Bulletin No. 4. A Report on Education in China.  
10 cents.

## 1923

- \*Bulletin No. 1. Fourth Annual Report of the Director.  
10 cents.
- Bulletin No. 2. Guide Book for American Students in the  
British Isles. 25 cents.
- \*Bulletin No. 3. Notes and News on International Edu-  
cational Affairs.
- \*Bulletin No. 4. Fellowships and Scholarships offered to  
American Students for Study in Foreign Countries and  
to Foreign Students for Study in the United States.
- Bulletin No. 5. Guide Book for Russian Students in the  
United States (in Russian). 10 cents.
- \*Bulletin No. 6. Guide Book for Foreign Students in the  
United States (Second Edition).

## 1924

- \*Bulletin No. 1. Fifth Annual Report of the Director  
(The Problem of Fellowships for Foreign Students in  
American Universities and Fellowships for American  
Students in Foreign Universities). 10 cents.
- \*Bulletin No. 2. Hints to American Students Going to  
France for Study or Research. 10 cents.

## 1925

- \*Bulletin No. 1. Fellowships and Scholarships Open to  
American Students for Study in Foreign Countries.  
25 cents.
- \*Bulletin No. 2. Fellowships and Scholarships Open to  
Foreign Students for Study in the United States.  
25 cents.
- Bulletin No. 3. Sixth Annual Report of the Director  
(Observations Concerning Foreign Centres of Inter-  
national Education). 10 cents.

## 1926

- Bulletin No. 1. Handbook for American Students in  
France. 25 cents.

Bulletin No. 2. Seventh Annual Report of the Director  
(The Junior Year Abroad, Student Third Class, Summer Schools Abroad, Institute Activities). 10 cents.

### 1927

Bulletin No. 1. Guide Book for Foreign Students in the United States (in Spanish). 10 cents.

\*Bulletin No. 2. Guide Book for Foreign Students in the United States (Second Edition, Revised). 25 cents.

Bulletin No. 3. The American University Union in Europe. (British Academic Degrees, France and Modern Science). 10 cents.

\*Bulletin No. 4. Eighth Annual Report of the Director (American Education in "Backward" Countries. The Expatriated Russian Professor, Unification of Activities in International Education, Institute Activities). 10 cents.

### 1928

\*Bulletin No. 1. The Institute of International Education—Its Origin, Organization and Activities.

Bulletin No. 2. Not published.

Bulletin No. 3. Ninth Annual Report of the Director (American Influence on European Education, Institute Activities). 10 cents.

### 1929

Bulletin No. 1. Fellowships and Scholarships Open to American Students for Study in Foreign Countries. 25 cents.

\*Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States. 25 cents.

Bulletin No. 3. Tenth Annual Report of the Director (The Work Student Movement, Latin-American Cultural Relations, Institute Activities). 10 cents.

## 1930

Bulletin No. 1. Foreign Students and the Immigration Laws of the United States. 25 cents.

Bulletin No. 2. A Decade of International Fellowships—*A Survey of the Impressions of American and Foreign Ex-fellows*. 25 cents.

Bulletin No. 3. Fellowships and Scholarships Open to Latin-American Students for Study in the United States (*in Spanish*). 25 cents.

Bulletin No. 4. Eleventh Annual Report of the Director (Some Reflections on American Educational Institutions Abroad, Institute Activities). 10 cents.

## 1931

Bulletin No. 1. Guide Book for Foreign Students in the United States (Third Edition). 25 cents.





# ALPHABETICALLY

Addams, John	Lowell, A. Lawrence
Alderson, Edwin A.	MacCracken, Henry Noble
Ames, Herman V.	Main, J. H. T.
Blodgett, James A.	Mannes, David
Blakeslee, George H.	Marling, Alfred E.
Brookings, Robert S.	Meiklejohn, Alexander
Bruere, Henry	Milliken, Robert A.
Bull, Carroll G.	Morgan, William Fellowes
Byrne, James	Neilson, William A.
Cass, Harry W.	Noyes, Arthur A.
Colwell, Dr. N. P.	Payne, Bruce R.
Crawth, Paul D.	Pendleton, Ellen F.
Caulfield, John W.	Pupin, Michael I.
Davis, Katherine B.	Putnam, Herbert
Ely, Richard T.	Richardson, Ernest C.
Erskine, John	Robinson, Edward
Filene, A. Lincoln	Sachs, Julius
Finley, John H.	Schwedtman, Ferdinand C.
Fordick, Harry Emerson	Shorey, Paul
Gilbert, Cass	Shotwell, James T.
Gildersleeve, Virginia C.	Showerman, Grant
Goodnow, Frank J.	Stimson, Henry L.
Hale, George Ellery	Storey, Thomas A.
Hazen, Charles D.	Suzzallo, Henry
Hibbert, John Grier	Thomas, M. Carey
Holt, Hamilton	Townsend, John G.
Hugues, Charles Evans	Vincent, George E.
Kellogg, Vernon	Wald, Lillian D.
Kelly, Robert L.	Wilkins, Ernest H.
Koppel, Frederick P.	Wilson, George Grafton
Kryser, C. J.	Woodbridge, F. J. E.
Lovett, Edgar	Wright, Quincy

